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ABSTRACT

These materials, consisting of a trainer's manual and a participant's manual, are designed to meet the need for a balanced approach to training counselors and other helping professionals in group counseling and group facilitation skills. The emphasis of these materials is on the experiential aspect of training through exercises designed to promote personal growth. The trainer's manual contains goals and objectives for each unit, time and activity schedules, exercise instructions, and detailed lecturettes. The participant's manual addresses the following areas: (1) concept of groups; (2) goals, process, and content of groups; (3) curative factors; (4) stages of group growth; (5) selection of members for groups; (6) leadership; and (7) intervention practices. The appendices provide references, workshop evaluation instruments, and exercises focusing on feedback and "getting started" techniques. (Author/HLM)

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GROUP FACILITATOR TRAINING PACKAGE

Trainer's Manual
and
Participant's Manual

by

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EDUCATION & WELFARE
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GENERAL INTRODUCTION

There is increasing demand for counselors to lead groups. Groups frequently are an effective way for a relatively small number of counselors to handle a large number of clients. Several advantages of group counseling over individual counseling have been indicated. These advantages include peer support and peer pressure, the opportunity for the client to practice social interaction within the group and to learn that personal problems are not unique by hearing of others' problems. The trend toward group counseling also has been bolstered by the misconception that relatively ineffective counselors can function in a group because groups seem to take care of themselves.

For all of these reasons, too many counselors with experience only in individual counseling are being thrust into group leadership positions. Because leading a group is difficult and involves a number of skills, many groups headed by untrained leaders do not fulfill their potential and actually may have negative effects on both the leaders and group members. Clearly, a need exists for training programs that will prepare counselors to be group leaders.

Training programs for group counselors usually can be categorized as theoretical or experiential. The traditional approach has emphasized the Theory of group dynamics. Unfortunately, a thorough understanding of group theory is difficult to acquire within the time limitations of in-service or other short-term training. More importantly, this approach does not prepare potential leaders for the experiential and often intense emotional aspect of groups. It does, however, provide a theoretical framework around which to organize group goals and activities.

This workshop is designed to meet the need for a balanced approach to training group counselors. Theoretical material is concerned with group norms, goals, the issues of process and content, and the stages of group growth. We have tried to limit this material to that which will be most helpful when the trainer leads groups of his or her own. Parts of the training are directed explicitly to practical concerns such as how to select group members and how a given intervention by the leader is likely to affect the group in specific, common situations.

Didactic material and structured experiences are combined to help the training group anticipate important issues that might arise in a group. In fact, one of the goals of the workshop is to help the trainees work together and, as a group, confront actual group issues.

Included are exercises designed to promote personal growth. Two criteria were fundamental in selecting the personal growth exercises. First, exercises were chosen that would be appropriate to the stage of the training group (not too threatening too soon). Second, exercises that could be used by the trainees in their own groups were preferred.

The emphasis in this training design is on the experiential aspect of training. Even theoretical issues are approached through experiential exercises whenever possible. Much of the learning that will take place in this workshop will result when the trainees examine their own group process. The importance of experiencing the training group *as a group* cannot be overemphasized, and the trainer who is uncomfortable with this emphasis should look elsewhere for a training design.

In the development of this workshop, several basic assumptions about the training process were relied upon, the most important of which are these:

1. Individuals retain material better if cognitive information is reflected in what they experience.

2. Potential group leaders should have some experience in group-growth settings to increase their awareness of how they affect and are affected by the behaviors of others. Without this experience, they are likely to feel threatened when put in a leadership position, and their effectiveness, as well as the growth of other group members, will be impeded.

3. An understanding of group process is essential if a prospective group leader is to facilitate the process and growth of groups he/she leads.

4. Practical experience in the use of different interventions in the training situation has two important functions: (a) it provides an opportunity to practice skills and implement theory learned earlier in the course, and (b) it gives the trainee confidence in his/her ability to lead a group.

5. Some of the structured exercises used in the training group also should be applicable to the trainees' own groups. These exercises provide concrete techniques that the group leader could use to facilitate group and individual growth.

6. Each participant should be exposed to some growth related anxiety in the course of training. This experience should prove helpful when he/she becomes involved in the anxiety-provoking situations occasionally encountered in groups.

COURSE MATERIALS

Trainer's Manual

The Trainer's Manual includes the following:

- Goals and objectives for each unit
- Time/Activity Sheets, including the training schedule, times, and outlined instructions for trainers

- Exercise instructions, including specific notations of materials and equipment needed, procedural details, and processing guidelines for each unit.

- Detailed lecturettes

Participants'

The Participant's Manual includes:

- Course content

- Goals and objectives for each unit

- Charts and forms used in each unit

- Supplementary resource materials

- Instructions for delivering exercises that might be useful in the trainees' own groups

GROUP SIZE

Groups should consist ideally of ten to twelve participants with two trainers. Groups of over fifteen participants can be handled for the didactic portions of the training, but should be divided into two smaller groups for most of the experiential exercises.* If this occurs, the small groups should always consist of the same people so that participants can begin to feel that they are a group.

TRAINER QUALIFICATIONS

Much of the learning occurs in the workshop from examining the development of the group. Therefore, the trainers should be experienced in group process and dynamics, particularly in the role of leader or facilitator; be experienced in delivering group and task oriented training; and preferably be experienced in group counseling techniques. Because some of the exercises may produce some rather negative feedback to trainees and the overall course design capitalizes on the dynamics and processes of the training group itself, the trainers should also have the capacity to be sensitive to trainee concerns and the capability to handle confrontations and other emerging group issues.

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*In the sample schedule, the exercises that can be done in two groups are indicated with an asterisk.

Intended Audience

This course is intended for persons who have continuing experience with groups, either as a member or leader, or who anticipate experience as a group facilitator in the future. Trainees need the opportunity after the course to view group process if learning is to be retained. Although the course is directed to the area of counseling in a group setting, theories and techniques presented can be considered generic to the extent that they can be easily applied to other types of groups, such as task or training groups.

Trainees should also possess good communication and feedback skills, as well as a commitment to openness and exploration.

LEARNING CLIMATE*

The trainer's behavior and attitudes are critical factors in establishing a productive learning climate. The trainer must *demonstrate* that he/she wants to have a responsive relationship, not merely assert that this is so. He/she must be aware of this throughout the course and should model behavior that reinforces the open, self-disclosing atmosphere needed to make this course a success.

A certain level of tension is useful to help participants examine their assumptions and integrate new information. If the training climate is an open and honest atmosphere where everyone feels free and responsible for his/her own learning, the training activities will facilitate exploration of differing points of view; this will create the moderate level of tension necessary for the course.

Trainers should not prod participants to expose too much of themselves too soon; trainers should be encouraged to express their thoughts and feelings when they desire and should also be allowed to be silent. Success depends on everyone's feeling free to take part actively, to comment, to criticize, to make suggestions, and to listen to one another. The trainer must be careful, however, not to exaggerate a training group's need for support. He/she must be supportive enough to permit the group to grow and learn, but not so supportive that he/she promotes over-dependence.

THE RELATIONSHIPS OF CO-TRAINERS

The relationship between co-trainers should demonstrate mutual responsibility and respect. When conflict arises based on differing points of view, the co-trainers should show through their behavior that, although differences may exist, there is a genuine appreciation and acceptance of each

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*The following three sections, Learning Climate, Preparing for Training, and the First Training Session are from the revised 1977 edition of *Training of Trainers,* developed by the National Drug Abuse Center for Training and Resource Development.

other that underlies all interaction.

Trainers bring to this course the result of their experiences, their beliefs, their reactions, and their feelings about themselves and their roles. Before the training begins, trainers need to examine their own and each other's attitudes about the training issues that are discussed in this course. They need to share their expectations and personal limitations; to compare their reactions to the resource papers; and to discuss how each trainer will handle delicate issues if they arise. They should explore the areas in which they feel confident and those in which they feel vulnerable.

SUGGESTIONS FOR TEAM BUILDING

To facilitate learning and to provide the proper support for trainees, the trainers should do some "team building" before actual training begins. This team building combines planning, rehearsing, developing interpersonal relationships, and specifying certain details.

In addition to assigning tasks, practicing exercises, and rehearsing lectures, the trainers should spend some time thinking and talking about their experiences as trainers. Trainers should discuss how they can be supportive of each other.

TIPS TO CO-TRAINERS

Trainers should keep in mind the following points during presession planning and while conducting the course:

- The trainers' relationships set a model for the group. *(Demonstrate support for each other. Switch roles when discussing different aspects and issues of the training group. When it seems appropriate, articulate your differing points of view.)*

- Trainers should help each other clarify points.

- Specific, descriptive, nonblaming responses should be used.

- Whenever one trainer is in charge of an activity, the other trainer should take a supportive role, attending to group dynamics and intervening when it seems appropriate. *(Avoid interrupting the other trainer except to clarify some point that seems confusing to the group.)*

- Trainers should recognize that any opinion expressed in the session reflects the speaker's perception of the world.

PREPARING FOR TRAINING

It is important to follow the course as outlined. Therefore, trainers must study the materials and prepare for presentation well before the first training session.

The forms following the module overviews describe the training activities for each module. The left-hand column, entitled *Time/Materials*, lists the materials needed for each activity. It is very important for the trainer to read both the Trainer's Manual and the Resource Manual. These materials should be read, digested, and mastered *before* the training activity is conducted.

The right-hand column, entitled *Trainer Activities Outline*, describes the training activities and summarizes the lectures and discussions that are necessary for the trainer to cover in each module. The Trainer's Manual contains the lectures, instructions for activities, forms, and guidelines for the trainer.

The sequence of instruction is as follows. The trainer should:

- explain the purpose of the module;
- cover the content, following the sequence of activities and using the materials provided and the methods suggested;
- summarize the module to review the main points; and
- review with participants what they have learned from the module.

It is helpful to remember that the amount of time indicated for each module and topic is *approximate*. More or less time may be required or desired. Although some flexibility is permissible, scheduling must allow for adequate coverage of the topics in the selected modules.

THE FIRST TRAINING SESSION

The following suggestions may be helpful:

- *Review the Trainer's Manual and read the Resource Manual.*
- *Review the first page of each module and determine the relationship of the module to the previous module, subsequent modules, and the total course.*
- *Prepare course goals and schedule on newsprint.*
- *Be sure that all the materials are prepared, that equipment is working, and that the space needed is properly set up for the training.*

  Prepare flip charts before the session. If an easel is not available, paper may be tacked or taped to the wall.

  If audiovisual equipment is to be used, make sure that it will be available and operational when needed. Make sure that you know how to use the equipment.

- *Review the sequence of activities, the points to be discussed, and the materials several times before the session to become thoroughly familiar with the session and its content.*
- *During the presentation keep in mind the structure of the session, i.e., introduction, major points, summary.*

For the presentation to be effective, the trainer must:

- remember that he/she is dealing with adults;
- be thoroughly familiar with the resource materials; and
- prepare adequately for each module so that the course design is followed.

Sample Schedule*

DAY ONE

9:00	Registration; pretest
10:00	Overview and Introduction to Unit I and Module 1
10:15	Exercise 1: Name Game
10:35	Exercise 3: Getting to Know You**
11:05	Break
11:15	Exercise 5: Sharing a Childhood Fantasy
11:50	Administer Group Growth Scale (in preparation for Exercise 6) Summary of Module 1
12:00	Lunch (trainers tabulate Group Growth Scale)
1:00	Introduction to Unit II and Module 2
1:10	Exercise 6: Our Growing Group
1:20	Exercise 7: Defining a Group (if subgroups draw two pictures allow another 10 minutes)
2:05	Summary of Module 2
2:10	Introduction to Module 3
2:20	Exercise 8: Personal Goals as Group Goals Lecturette 1: Goals
3:00	Break
3:10	Exercise 9: Committee Meeting** (only one role play was used)
4:15	Summary and Evaluation of Day

DAY TWO

9:00	Warm up energizer Introduction to Module 4
9:15	Lecturette 2: What to Observe in a Group Exercise 10: Process and Content Identification
9:50	Exercise 11: Task, Maintenance and Self-Oriented Behavior Role Play** (break between role plays) Lecturette 3: Task, Maintenance and Self-Oriented Behavior
11:30	Summary of Module 6
11:35	Introduction to Module 5
11:40	Lecturette 4: Curative Factors and Norms Promoting Their Development

*This is one schedule used by the course developers during a particular presentation. Not all of the exercises were used and the order of some was changed. Since this represents only a sample schedule, trainers may find it desirable to create their own, using the block schedule time frames and suggestions for deleting exercises in the trainer's suggestions for deleting exercises in the trainer's guidelines as references. Exercises followed by ** were delivered to two subgroups because of the size of the training audience.

12:00	Lunch
1:00	Exercise 12: Current Status**
3:00	Summary of Module 5
3:05	Break
3:15	Introduction to Module 6
3:20	Exercise 13: Our Growing Group
3:30	Lecturette 5: Stages of Group Growth
3:40	Summary and Evaluation of Day

DAY THREE

9:00	Introduction to Module 7
9:05	Exercise 14: Group Compositions
10:25	Break
10:35	Lecturette 6: Interviewing Group Members
10:50	Exercise 15: Evaluating a Client for Counseling
11:20	Summary of Module 7
11:25	Introduction to Module 8
11:30	Exercise 16: Brainstorming Good and Bad Qualities of a Leader
11:55	Exercise 17: Group Leader Self-Disclosure
12:25	Lunch
1:25	Exercise 18: Hand Mirroring
1:35	Lecturette 7: Leadership Styles
1:50	Exercise 19: What is My Role in the Group**
2:50	Summary of Module 8
2:55	Break
3:05	Introduction to Module 9
3:10	Exercise 20: Intervention Fishbowl
3:50	Summary and Evaluation of Day

DAY FOUR

9:00	Warm-up energizer
9:10	Lecturette 8: Interventions
9:35	Exercise 21: A Sample Intervention
10:00	Summary of Module 9
10:05	Break
10:15	Introduction to Module 10
10:20	Exercise 22: Practicing Interventions - Developing Stage (all incident but one were done before lunch)
12:10	Lunch
1:10	Exercise 22: (last incident concluded)
1:30	Lecturette 9: Stages of Group Growth Revisited
1:40	Exercise 23: Practicing Interventions - Potency Stage (only a few of the potency stage interventions were done)
2:25	Break
2:35	Exercise 24: Practicing Facilitation Skills
4:05	Summary and Evaluation of Day

DAY FIVE

9:00	Introduction to Day Five
9:05	Exercise 23: Practicing Interventions - Potency Stage (two more incidents were done to finish up the module)
9:50	Exercise 25: Critical Incidents Role Play**
12:05	Summary of Module 10
12:10	Lunch
1:10	Post-test and Evaluation
2:10	Introduction to Module 11
2:15	Exercise 26: Completing Sentence Stems
2:45	Exercise 28: Closing Fantasy
3:15	Closing Comments

BLOCK SCHEDULE

	AM		PM
Day One	Module 1: Getting Acquainted	L	Module 2: The Concept of a Group Module 3: Goals
Day Two	Module 4: Process and Content Module 5: Curative Factors	U	Module 5: Curative Factors - Continued Module 6: Stages of Group Growth
Day Three	Module 7: Selecting Members For A Group	N	Module 8: Leadership Module 9: Interventions
Day Four	Module 9: Interventions - Cont. Module 10: Practicing Interventions	C	Module 10: Practicing Interventions - Continued
Day Five	Module 10: Practicing Interventions - Continued	H	Module 11: Closing

UNIT I/MODULE 1
GETTING ACQUAINTED

GOALS:

1. To introduce the trainees to one another
2. To establish a climate supportive of growth
3. To help the trainees feel that they are part of a group
4. To introduce trainees to self-disclosure in a nonthreatening situation
5. To introduce structured exercises that trainees can use with their own groups

OBJECTIVES:

1. Each trainee will identify, with at least eighty percent accuracy, the names of the other participants.
2. Each trainee will say something about the skills and interests that he/she brings to the training group.
3. The trainees will give the group a mean rating of at least three on items #2 and #3 of the Group Growth Scale (YMCA, 1974).
4. Each trainee will be able to execute and process at least two structured exercises that have the goal of getting members of a new group acquainted with one another.

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OVERVIEW UNIT I/MODULE 1
GETTING ACQUAINTED

This unit is primarily experiential. Its purpose is to accelerate the development of group feeling among the trainees. A group atmosphere will confirm the validity of the concepts introduced later. Getting acquainted is a first step in the important development of a cohesive group.

Exercise 1 is an icebreaker in which the trainees learn one another's names by associating the names with "feeling" adjectives. It is effective in getting the trainees on a firstname basis, a condition smaller groups may (but need not) take for granted.

Exercise 2 involves physical activity. It can help release tension, allow trainees to get to know each other's skills and backgrounds, and also demonstrate the individual variety within the group. If admission to the circle of hands is made somewhat difficult, the members will have to be more explicit about that they can bring to the group. Both this and the first exercise help trainees get acquainted.

Beginning with Exercise 3, the trainees begin a series of three experiences designed to provide them with personal information about several members of the training group. All exercises are structured to encourage some self-disclosure at low risk. The exercises are intended to create an atmosphere of openness and risk-taking. Although not all of these activities need be included in a training program, they are short and do serve an important function. The last exercise (#5) is particularly valuable for encouraging experimentation and openness. Further, it should provoke discussion and begin to make trainees aware of group potency. It is also a good exercise with which to end the period of acquaintance.

To summarize, if training time is very limited, this unit can be shortened to include Exercise 1 plus two of the last three exercises (including, probably, Exercise 5). Because the repercussions of an inadequate acquaintance period can affect the entire workshop, deletions should be considered carefully before they are made.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
1 hour Pretest forms Any registration forms	REGISTRATION/PRETEST • Greet trainees. • Follow any registration procedure you choose. • Explain the pretest. Read the instructions and answer any questions. • Administer the pretest. • Distribute Resource Manuals.
5 minutes General Introduction	INTRODUCTION TO THE COURSE • Introduce the course. Use pertinent information from the General Introduction. • Explain the usefulness of the structured exercises for the trainees' own counseling groups. Note that their workbooks are designed so that much of the information is available for use when they return home.
5 minutes	INTRODUCTION TO UNIT I • Introduce the unit. Explain that this unit is primarily experiential, designed to promote group feeling. • Discuss the goals and objectives for the unit.
20 minutes Name Game Instructions	EXERCISE 1: NAME GAME • Explain the purpose of the Name Game. • Discuss the procedure: *Form a circle with your chairs. Think of a "feeling" adjective that begins with the first letter of your first name. Beginning with my name and adjective and proceeding around the circle, state the name and "feeling" adjective of those who preceded you, then state your own adjective and name. After the circle is completed, volunteers can state all of the names.*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	For example, my name and adjective are__________________. The next person says mine and adds his/her own (Happy Heidi, Bashful Bill). Begin the exercise.
30 minutes Circle of Hands Instructions	EXERCISE 2: CIRCLE OF HANDS • Explain the purpose of the exercise. • Discuss the procedure: *Stand in a tight circle with your arms over each other's shoulders. You are part of a group that is interested in choosing people who can help the group in some way. Each group member must take a turn stepping outside of the group and trying to re-enter by persuading the others of his or her value to the group. Be selective; demand that each person give good reasons.* • Begin the exercise. • Look for signs of relaxation and group cohesiveness after the exercise is over. • Encourage a discussion that focuses on feelings by asking questions like: *How did it feel to have the power to exclude or include someone?* *Was it hard to think of what you could offer the group that would convince them to let you in?*
30 minutes Getting to Know You Instructions Newsprint Markers	EXERCISE 3: GETTING TO KNOW YOU • Explain the purpose of the exercise. • Discuss the procedure. • Ask group members to organize into pairs with someone they do not know well and to spend about five minutes getting acquainted. • After about five minutes, ask them what they were discussing.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	• List these topics on newsprint.
	• Introduce the next phase: *Many of us have a few friends we know and trust well enough to call true friends. If the person you are talking to now were to become one of your special friends, what things would you talk about? What kinds of things would you have to know before you put real trust in the relationship? Share with your partner a few of the things that you would talk about if he/she were a real friend. Although we recognize that this may be threatening, try to take some risks.*
	• After about five minutes (or a little more) of this level of discussion, ask trainees about topics of discussion.
	• List these on newsprint and compare the two lists.
	• Ask trainees how they feel about the experience. *Limit the discussion because it can dilute the power of the experience and many of the effects are obvious.*
30 minutes	EXERCISE 4: DISCUSSING A CRITICAL EVENT WITH A PERSON UNLIKE YOURSELF
Exercise Instructions	• Explain the purpose of the exercise.
	• Discuss the procedure: *Organize into a pair with someone you consider different from yourself in some major way (race, socioeconomic class, personal behavioral style). Spend five to ten minutes discussing the differences that led you and your partner to select each other. Then share an experience in your life that was critical in making you who you are today. The experience can be either positive or negative, but it must be very important in your development.*
	• Begin the exercise.
	• After trainees have discussed their critical incidents ask them to consider their initial differences.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	Are the initial differences as important as they first seemed to be? *Do you both still feel different from each other? More or less so?* *Did the critical differences keep you from revealing much of yourself when sharing the critical event?*
35 minutes Exercise Instructions	EXERCISE 5: SHARING A CHILDHOOD FANTASY WITH SOMEONE YOU WOULD LIKE TO KNOW • Explain the purpose of the exercise. • Discuss the procedure. • Ask trainees to organize into pairs with someone whom they would like to know better. • Tell them to spend about five minutes talking about the kinds of things that usually keep people from getting to know one another. Ask them: *Why don't we exchange more personal information with more people more often?* • Then introduce the fantasy: *Consider how much you have been able to learn in these last five minutes and how much more you could discover about the other person. Try to imagine your partner as he/she was at about age eight.* (Pause) *Put together a mental picture of him/her at play: how did he/she play; with whom did he/she play; who were his/her friends in school?* (Pause) *Then consider how he/she liked school: what did he/she dislike about it?* (Pause) *Think about his/her family: are they wealthy or poor; are there brothers and sisters; what were the parents like?* (Pause) *How did he/she express anger?* (Pause) *What was he/she like? What was he/she good at doing? Etc.* *Try to make as complete a picture as you can. Then share your picture with your partner. Let your partner share his/her picture with you. Compare this picture with the way you actually were. Don't worry about being wrong; this is just an exercise.*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	• After trainees take a few minutes to put together their pictures, have them share the pictures with their partners. • After another fifteen minutes or so, have the group reassemble and share ideas about why their pictures were accurate or inaccurate. Determine how many people gave fairly accurate pictures. *Don't spend too much time evaluating the accuracy, as that could make the exercise threatening.* • Explain that this exercise can be valuable in therapy groups to illustrate how much personal information members reveal through their behavior. A powerful demonstration sometimes can lessen the defensiveness of a group. *Try to keep trainees from digressing into discussion about the past.* *This exercise can be done without breaking into pairs if several of the members are willing to let the group fantasize about their childhoods. This may elicit uneven participation, however, and may not be so helpful to the overall group development.* *The exercise also follows nicely from Exercise 3, Getting to Know You. If participants do not change pairs from Exercise 3 to Exercise 5, the information generated in Exercise 3 can be the basis of the fantasy in this exercise. A disadvantage of not changing partners in Exercise 5 is that it limits the number of others with whom trainees interact.*
15 minutes Group Growth Scale	GROUP GROWTH SCALE • Before lunch, have trainees fill out the Group Growth Scale so that it can be tabulated. The Group Growth Scale is part of Exercise 6 on page
5-10 minutes	SUMMARY OF MODULE 1 • Summarize the module and explain its importance to the rest of training
1 hour	LUNCH

EXERCISE 1: NAME GAME

PURPOSE:

1. To create a relaxed atmosphere early in training
2. To get each trainee involved early in training
3. To acquaint the trainees with one another's first names

SETTING:

Early in training, trainees are often anxious about the coming activities and uncomfortable with not knowing one another's names. Because these conditions do not facilitate learning, an exercise is needed to establish an atmosphere that is conducive to learning.

MATERIALS:

None

PROCEDURE:

All trainers and trainees form a circle with their chairs. All participants are told to think of a "feeling" adjective that starts with the first letter of their first names (e.g., Nervous Nellie, Wonderful Willie, Jovial Joe). Beginning with the lead trainer and proceeding around the circle, each participant must give the name and "feeling" adjective of all those who preceded him/her before saying his/her own adjective and name. The last person in the circle, then, has to repeat all of the names before giving his/hers. After the circle is completed, participants can be encouraged to volunteer to say all of the names.

For example,	
lead trainer:	Happy Heidi
1st trainee:	Happy Heidi, Bashful Bill
2nd trainee:	Happy Heidi, Bashful Bill, Jovial Joe.

PROCESSING:

Generally, none is required.

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EXERCISE 2: CIRCLE OF HANDS

PURPOSE:

1. To raise the energy level of the group
2. To give each participant the chance to tell the group what qualities and/or skills he/she can bring to help the group
3. To give the participants a chance to see that they are a group

SETTING:

This exercise is designed for the new group. After a sedentary activity, energizing the participants is useful. The exercise gives everyone a chance to know something about the different individuals in the group, their skills and styles of behavior.

MATERIALS:

None

PROCEDURE:

The group members stand in a tight circle with their arms over one another's shoulders. They are told that they are a group and that they are interested in choosing people who can help the group in some way. Each member in turn has to step outside the group and try to re-enter by persuading the others of his/her value to the group. The group is encouraged to be selective, demanding some disclosure by the members. The trainer might begin the exercise by being the "outsider."

PROCESSING:

Generally, this activity needs little follow-up. The trainer should look for signs of relaxation and group cohesiveness after the exercise is over. He/she might encourage discussion afterwards by focusing on feelings with questions like:

a. How did it feel to have the power to exclude or include someone?

b. Was it hard to think of what you could offer the group that would convince them to let you in?

EXERCISE 3: GETTING TO KNOW YOU*

PURPOSE:

1. To introduce trainees to one another on a more than first-name basis
2. To help trainees understand the different levels of conversation such as talking to someone one knows superficially and talking to someone one knows well
3. To establish a sharing and risk-taking atmosphere

SETTING:

This exercise is useful in early stages of training when communication channels have not been established. In conjunction with several exercises that follow, this activity also might be useful in a group where communication has become superficial or rigid.

MATERIALS:

Newsprint and Marker

PROCEDURE:

The group organizes into pairs who do not know each other. After they spend about five minutes getting acquainted, the trainer asks them about the topics that were being discussed and writes these on newsprint for the group to see.

The trainer then introduces the next phase by saying:
Many of us have a few friends we know and trust well enough to call true friends. If the person you are talking to now were to become one of your special friends, what things would you talk about? What kinds of things would you have to know before you could put real trust into the relationship? Share with your partner a few of the things that you would talk about if he or she were a real friend. Although we recognise that this may be threatening, try to take some risks.

After five minutes (or a little more) of this level of discussion, the trainer again asks trainees about the topic areas discussed. This list is compared to the first one. The second list will probably include more personal, less superficial items and will show more involvement in the discussion.

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*Napier, R.W., and, M. K. Gershenfeld, Groups: Theory and Experience (Boston: Houghton Mifflin Company, 1973)

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PROCESSING:

The trainees probably will have shared more in these ten minutes then they have in many of their current friendships. Note how easy it is to share when two people agree to explore these areas together. Note what the initial anxieties were and ask whether or not people generally enjoyed the experience. Try to limit the discussion somewhat, as it can dilute the power of the experience and many of the effects are obvious.

EXERCISE 4: DISCUSSING A CRITICAL EVENT WITH SOMEONE UNLIKE YOURSELF*

PURPOSE:

1. To help trainees become aware of the initial perceptions of others
2. To give trainees a chance to explore similarities that different people apparently share
3. To give trainees the opportunity to explore personal areas with one another

SETTING:

This can be a useful structured exercise for early stages of a training or therapy group. If a positive atmosphere exists in which members are open and willing to share, the exercise may help to establish a precedent for risk taking. Because the experience involves talking with someone who is considered different from oneself, it can encourage participants to respond by discussing differences of opinion when they occur.

MATERIALS:

None

PROCEDURE:

Trainees organize into pairs with others who are considered to be different in some major way (i.e., race, socioeconomic class, personal behavioral style). The pairs spend five to ten minutes discussing the differences that led them to select each other. Then the trainer asks each partner to share an experience in his/her life that was critical in making him/her who he/she is today. The experience can be either positive or negative, but it must be very important in his/her development.

PROCESSING:

After trainees share the critical incidents, have them focus on the initial differences. Are they as important as they first seemed to be? Do the partners still feel different? More or less so? Did the differences they first saw keep them from revealing themselves in sharing the critical event?

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*Napier, R. W., and, M. K. Gershenfeld, Groups: Theory and Experience (Boston: Houghton Mifflin Company, 1973)

EXERCISE 5: SHARING A CHILDHOOD FANTASY WITH SOMEONE YOU WOULD LIKE TO KNOW*

PURPOSE:

1. To get trainees to think about social conventions and personal inhibitions that usually keep people from getting to know one another
2. To demonstrate how much information is available to others from one's verbal and nonverbal behavior
3. To begin to establish a norm of risk-taking in the training group

SETTING:

Although this exercise is designed for the early stages of group development, it does require each trainee to take some risks; therefore, an established atmosphere of trust is beneficial. It is designed to help trainees become aware of how much information they convey even when not aware of it. Further, it illustrates how similar are one's adult and childhood behaviors.

MATERIALS:

None

PROCEDURE:

The group organizes into pairs by having members choose someone they would like to get to know better. The pairs spend about five minutes talking about the kinds of things that usually keep people from getting to know one another.

THE TRAINER ASKS:

Why don't we exchange more personal information with more people more often?

Then the trainer introduces the fantasy:
Consider how much you have been able to learn in these last five minutes and how much more you could discover about the other person. Try to imagine him/her as he/she was at about age eight. (Pause.) *Put together*

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*Napier, R. W., and, M. K. Gershenfeld, Groups: Theory and Experience (Boston: Houghton Mifflin Company, 1973) *a mental picture of him/her at play: how he/she played, whom he/she played with, who his/her friends were in school.* (Pause.) *Then consider how he/she liked school, what he/she disliked about it.* (Pause.) *Think about his/her family—are they wealthy or poor; are there brothers and sisters; what were the parents like?* (Pause.) *How did he/she express anger?* (Pause.) *What was he/she like? Good at? etc. Try to make as complete a picture as you can. Then share this picture with your partner. Let him/her share his/her picture with you. Compare this picture with the way you actually were. Don't worry about being wrong; this is just an exercise.*

PROCESSING:

After the trainees take a few minutes to put together their pictures, have them share the pictures with their partners. When another fifteen minutes or so are up, have the group reassemble and share ideas about why their pictures were accurate or inaccurate. See how many people gave fairly accurate pictures. Don't spend too much time evaluating the accuracy, as that could make the exercise threatening.

This can be a valuable exercise in therapy groups to illustrate how much personal information members reveal through their behavior. A powerful demonstration sometimes can lessen the defensiveness of the group. Take care that the exercise does not lead into digressions about the past.

OPTION:

This exercise can be done without breaking into pairs if several of the members are willing to let the group fantasize about their childhoods. This may elicit uneven participation, however, and may not be so helpful to the overall group development.

This exercise also follows nicely from Exercise 3, Getting to Know You. If participants do not change pairs from Exercise 3 to Exercise 5, the information generated in Exercise 3 can be the basis for the fantasy in this exercise. A disadvantage of not changing partners for Exercise 5 is that it limits the number of others with whom trainees interact.

OVERVIEW UNIT II
ISSUES IN GROUP DYNAMICS

(What happens after you get acquainted?)

A leader must understand certain issues in group dynamics before he/she can be effective. This section gives the trainee a theoretical background in group dynamics to provide a basis for choosing interventions when leading a group.

In this section, theory is presented as experientially as possible. This training is designed to incorporate cognitive materials into the process of developing training groups. For example, while considering the concept of goals, the trainees can examine their own goals for the training group. They learn about content and process as they discuss issues of importance to them as potential leaders. When dealing with the stages of group growth, they are encouraged to step back and look at the growth of their training group.

The section is organized into a general introduction of distinguishing group characteristics followed by an exploration of some of the critical issues. These issues are group goal setting, process versus content, curative factors in the group, and the stages of group growth. These are not the only issues of group dynamics that could be considered if time were not a limitation. These, however, are considered essential to help a group leader facilitate the movement of a group.

MODULE 2
THE CONCEPT OF A GROUP

GOALS:

1. To introduce trainees to some distinguishing features of groups
2. To sensitize trainees to issues that will be covered later

OBJECTIVES:

1. Each participant will rate the training group on the Group Growth Scale.
2. Each participant will list four characteristics of a group.

OVERVIEW MODULE 2
THE CONCEPT OF A GROUP

The exercises in this module serve primarily to expose the trainees to problems that will be covered more intensively later in the section and to start them thinking about the characteristics of groups.

Exercise 6 has several functions. It helps to complete the period of acquaintance as the trainees become aware of their feelings about being members of an emerging group. The exercise also provides an instrument to gauge the effectiveness of the acquaintance phase of training. It is intended to make the trainees aware of certain areas to be addressed later. Finally, the data collected in this exercise will be used later in the training design to illustrate the growth of the training group.

In Exercise 7, the trainees brainstorm the characteristics that differentiate a group from a collection of people. This exercise encourages the trainees to think about the qualities unique to groups. During the discussion, the trainer should try to elicit mention of the qualities listed in the master list, as well as any others the trainees might note.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
5 minutes Unit II Overview	INTRODUCTION TO UNIT II: ISSUES IN GROUP DYNAMICS ● Introduce Unit II. Explain the purpose of studying group dynamics.
5 minutes Goals and Objectives Module 2 Overview	INTRODUCTION TO MODULE 2: THE CONCEPT OF A GROUP ● Introduce the module by noting the goals and objectives and by explaining its purpose.
10 minutes Our Growing Group Instructions Group Growth Scale Tabulations on Newsprint Markers	EXERCISE 6: OUR GROWING GROUP *If trainees did not complete the Group Growth Scale before this unit was introduced, amend your procedural discussion accordingly.* ● If you have not done so previously, explain the purpose of the exercise. ● Explain the procedure. ● During the discussion of the tabulated results, focus on items 1, 2, 3, and 8--those that deal with issues of belonging to the group and the clarity of group goals. ● Pay particular attention to the average of the ratings and the range of ratings. On items where the range is high, discuss differences and the importance of that item to the group.
45 minutes Defining a Group Instructions Newsprint and Markers	EXERCISE 7: DEFINING A GROUP ● Explain the purpose of the exercise. ● Ask trainees to think for a minute about the differences between a group and a collection of people. ● Then discuss the procedure of the exercise:* *Try to draw two pictures--one to illustrate what you think a group is and one to show a collection of people. Next organize into a subgroup with four or five other people to discuss the differences you*

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*See options following these instructions.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	tried to represent. See if your groups can come up with a list of characteristics common to groups. Choose one member to read the list to the large group. ● Ask trainees to rejoin the large group and ask each group's representative to read his/her group's compilation and to discuss the characteristics. ● With the help of the trainees, devise a master list. Note the characteristics most important to trainees' own groups at home. Resolve any discrepancies in the lists. ● Be certain that the master list includes those characteristics of a good group found in the exercise instructions. OPTION 1: *Each subgroup can draw the pictures as a group rather than as individuals. Subgroups then can present their drawings to the large group, where a list of characteristics of a good group can be compiled.* OPTION 2: *If the group of trainees is large, each subgroup can be assigned to draw either a collection of people or a group—but not both. Each subgroup then can present its drawing to the large group and comparisons can be made.*
5-10 minutes	SUMMARY OF MODULE 2 ● Summarize the module. Explain how it relates to Module 3.

EXERCISE 6: OUR GROWING GROUP*

PURPOSE:

1. To evaulate the group members' perceptions of themselves as a group based on insights gained in Unit I
2. To make group members aware of some group issues that will be introduced later in the workshop
3. To lay the groundwork for later exercises in group growth

SETTING:

The trainees have just completed an acquaintanceship sequence designed to establish an atmosphere of trust and openness. As they complete the Group Growth Scale, they should become aware of that atmosphere. Through a discussion of other items on the scale, the trainees also should be aware of some of the issues that will be addressed later. When the group has learned and developed more, the exercise will be of greater interest; a full discussion of all the items on the scale is not appropriate at this time.

MATERIALS:

- Copies of the YMCA form, Group Growth Scale
- Newsprint and markers

PROCEDURE:

Trainees are instructed to turn to the form, Group Growth Scale, in their manuals. Only a brief introduction of the scale is necessary as the items are largely self-explanatory. Ability to understand the items superficially should be sufficient for the members to complete the form adequately.

While the trainees fill out the forms, the leader can make appropriate columns on a piece of newsprint. As the trainees finish, they should be instructed to go up to the newsprint and post their ratings.**

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*Training Volunteer Leaders (New York: National Council of the Young Men's Christian Association, 1974).

**If the Scale is completed before a break period or lunch, the trainer should tabulate the results and list these on newsprint for the discussion when trainees return.

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PROCESSING:

In the discussion, the trainer should focus on items 1, 2, 3, and 8. These items deal with the issues of belonging to the group and the clarity of group goals. The trainer should pay particular attention to the average of the ratings and to the range of ratings. On items where the range is great, differences should be discussed and the importance of that item to the group explored. Item 1 (goals) leads into the topic area to be discussed next.

GROUP GROWTH SCALE*

Circle the number that most accurately describes your feeling.

1. How clear are group goals?

1	2	3	4	5
no apparent goals	goal confusion, uncertainty or conflict	average goal clarity	goals mostly clear	goals very clear

2. How much trust and openness is there in the group?

1	2	3	4	5
distrust, a closed group	little trust, defensiveness	average trust and openness	considerable trust and openness	remarkable trust and openness

3. How well do group members listen to each other?

1	2	3	4	5
little or no listening in group	most do not listen well to others	average listening	most members do listen well to others	all members listen intently to each other

4. How much attention is paid to process (the way the group is working?)

1	2	3	4	5
no attention to process	little attention to process	some concern with group process	a fair balance between content and process	very concerned with process

5. How are group leadership goals met?

1	2	3	4	5
not met, drifting	leadership concentrated in one person	some leadership sharing	leadership functions distributed	leadership needs met creatively and flexibly

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*Training Volunteer Leaders (New York: National Council of the Young Men's Christian Association, 1974).

6. How are group decisions made?

1	2	3	4	5
no decisions could be reached	made by a few	majority vote	attempts at integrating minority vote	full participation and tested consensus

7. How well are group resources used?

1	2	3	4	5
one or two contributed but deviants silent	several tried to contribute but were discouraged	average use of group resources	group resources well used and encouraged	group resources fully and effectively used

8. How much loyalty and sense of belonging to the group is there?

1	2	3	4	5
members have no group loyalty or sense of belonging	members not close but some friendly relations	about average sense of belonging	some warm sense of belonging	strong sense of belonging among members

EXERCISE 7: DEFINING A GROUP*

PURPOSE:

1. To begin to define what distinguishes a group from a collection of people
2. To provide basic information that will be useful in later discussions

SETTING:

In this exercise, trainees are introduced to some of the characteristics used to define a group. It is a good exercise to introduce the topic and to provide the trainees with exposure to important concepts. It should also illustrate the complexity of trying to define what a group is.

MATERIALS:

Markers and newsprint

PROCEDURE:

The trainer suggests that trainees think for a minute about the differences between a group and a collection of people. Then the trainees should try to draw two pictures--one to illustrate what each thinks a group is and one to show a collection of people. Next, the group should organize itself into subgroups with five or six members each and the trainees should take their pictures into these subgroups to discuss the differences they tried to represent. In this manner, each subgroup brainstorms a list of characteristics common to groups. When the large group reassembles, one member of each group reads that group's list and discusses the characteristics. Finally, the trainer produces a master list and, with the help of the trainees, singles out the characteristics most important to the trainees' own groups.

PROCESSING:

When the subgroups' lists are presented, discrepancies should be resolved. Presentation of the master list should help to summarize the characteristics generated by each group. In selecting qualities for the master list, these following points should be emphasized.

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*Ann R. Bauman, Training of Trainers (Rosslyn: National Drug Abuse Center, 1974)

Master List: Characteristics of a Good Group (YMCA, 1974)

1. *Members think of themselves as a group.*
2. *Each member's contributions are valued and the group's resources are used effectively.*
3. *An open and trusting climate develops and members are receptive to feedback and able to deal with conflict.*
4. *Members pay attention to how they work together and to the growth of each of the members.*
5. *Group goals are explicit and shared and compatible with the individual goals.*
6. *Appropriate decision-making procedures and leadership are present.*

OPTION 1:

Each subgroup can draw the pictures as a group rather than as individuals. Subgroups then can present their drawings to the large group, where a list of characteristics of a good group can be brainstormed.

OPTION 2:

If the group of trainees is large, each subgroup can be assigned to draw either a collection of people or a group--but not both. Each subgroup then can present its drawing to the large group and comparisons can be made.

MODULE 3
GOALS

GOALS:

1. To develop goals for the training group
2. To introduce the concept of goals and a useful goal-setting procedure
3. To demonstrate how differently groups function when they have shared goals and when they have hidden goals
4. To introduce the issue of process

OBJECTIVES:

1. Each trainee will write two goals that he/she has for the training group.
2. Each trainee will rate the hidden agenda group lower than the shared goal group on three of the four process variables.
3. Each trainee will list two aspects of good group goals.

OVERVIEW MODULE 3
GOALS

Goal: A general statement of what is to be accomplished.

In this module, a content area is discussed explicitly for the first time. The topic of goals is likely to be of concern to members of the training group, just as it is to members of many groups in their early stages. So this module again fulfills two purposes: to teach a content area and to help trainees develop as a group.

In Exercise 8, the trainees have the opportunity to explore some of their goals. Because the format of the activity involves the participation of all trainees, each should begin to be aware of some of the expectations that he/she has concerning the training. Because one of the emphases of this unit is on group goals as *shared* goals, it is important that each member participate and that discrepant goals be resolved. If individual goals are not made part of the group goal-setting process, the shared purposes characteristic of a good working group will be neglected. Both the members and the leader(s) must share their goals to determine group goals. The goals of the trainees and those of the trainer should be similar. If they are not, the differences should be examined and the reasons for the differences explored (e.g., the leader has more experience in goal setting; he/she has too many expectations of the trainees). Resolution of leader and member goals is essential if the participants are to continue developing as a group instead of remaining strictly in their roles of trainer and trainee.

Following the goal setting exercise, the trainer should step back and point out how the goals were developed. Lecturette 1 deals with points that should be emphasized. Such points include goal clarity, goals being shared, and different reasons goals are important in the group process. If the trainer wishes, many of these points can be brought out during the processing of Exercise 8 rather than in a lecture.

Paying explicit attention to goals is important for a group--a training group, a growth group, a therapy group, a task group, or any other kind of group. Exercise 8 is one that trainees might use with their own groups to focus attention on goals and to reach a consensus about what the group is trying to achieve.

Exercise 9 provides an illustration of how groups function when individual members have different hidden goals in mind. The importance of having goals that are explicit and shared should be apparent as trainees role play a group whose members have divergent goals and then a group whose members have similar goals. The exercise has the additional function of introducing the issue of process, as some of the trainees will record some information that deals with process issues. Discussions of this aspect of the exercise have been deferred until the next unit on process and content. If the trainer wishes, he/she can include the material from Lecturette 2 (Module 4) during the processing of Exercise 9. The less often material is presented in lecture form, the better for the group, not only in terms of learning the material, but also for development of feelings of cohesiveness and shared leadership. On the other hand, if the trainer is unfamiliar with the materials, he/she should use the format established and present the material in lecturette form.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
10 minutes Module 3 Overview Goals and Objectives	INTRODUCTION TO MODULE 3: GOALS • Introduce the module using the overview and the goals and objectives
30 minutes Personal Goals as Group Goals Instructions Paper and Pencil	EXERCISE 8: PERSONAL GOALS AS GROUP GOALS • State the purpose of the exercise. • Discuss the procedure: *Organize into pairs and take turns acting as interviewer and interviewee. As interviewer, ask these two questions and probe for specific answers:* 1. What do you want to get out of the group 2. Why did you come to the training? *Then help the interviewee record his or her goals.* *As interviewee, explore the questions as thoroughly as you can. Then unite your goals. Don't record those you aren't willing to share with the group, but remember that the decision not to share a goal has serious implications for the functioning of the group.* *Reverse roles after the first member has recorded his or her goals. Then rejoin the group for a discussion.* • Begin the exercise • Lead a discussion of group members' goals. *Review the notes on processing in the exercise instructions before beginning the discussion.*
10 minutes Lecture Notes	LECTURETTE ONE: GOALS *Remember that the trainees have the content of all the lectures in their manuals. Therefore, merely reading the notes could prove boring. Highlight the important points and discuss the rest in your own words.*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	• Present the material on goals based on the notes in your manual. • Highlight the following points: *A goal that is shared by the group can help keep the group on course.* *If the leader establishes short-term goals, he/she can choose a particular intervention based on those goals that will help the group achieve the final goal.* *Explicit and shared goals can be evaluated periodically, giving an indication of the group's progress.*
1 hour (for one role play) *1½ hours (for 2)* Committee Meeting Instructions Committee Meeting Problem Sheet Instructions for role playing Committee Meeting Role Sheets A & B Process Observation Sheet Pencils	EXERCISE 9: COMMITTEE MEETING: DEMONSTRATING HIDDEN AGENDAS *Note that information on process and content is included in Lecturette 2, Module 4. See the discussion in the overviews to Modules 3 and 4 to decide how to present this material. The following instructions are based on a delivery of the content in the form of a lecturette in Module 4.* • Explain the purpose of the exercise. • Discuss the procedure: *I will select five of you to play the members of the Fact Finding Committee of the WSO Advisory Board. With copies of the role playing instructions that you will be given, study your parts for five minutes. Tell no one about your roles.* *The rest of you will act as process observers. Form a fishbowl with your chairs around those of the five committee members. Use the problem sheet and Process Observation Sheet (both in your manuals) as you observe the behavior in the committee meeting. A process observer will be assigned to note the behavior of each board member.* *After the role players have studied their parts, they should introduce themselves to each other by name and title. Marvin Turner, as chairman, begins the meeting.*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE

After ten minutes we will discuss what was happening in the group.

- Choose the role players, assign the process observers and begin the role play.
- After ten minutes, stop the meeting and begin a discussion. Ask process observers to report what they saw happening.
- After some discussion, ask the role players to reveal their roles, with Jack Simon reporting last. *Avoid lengthy discussion because the exercise is only half over.*
- Explain the second role play.*

  Five observers will now be selected to play other roles; the committee will consider the same problem as before. The procedure is also the same.
- Choose the players and assign process observers.
- Begin the role play.
- After ten minutes, end the role play and begin a discussion as before. Ask process observers to report what they saw happening in the group. Then ask the role players to reveal their roles.
- After the reports have been made, ask some of the following questions:
  1. *How do hidden agendas (unshared goals) affect group problem solving?*
  2. *How do they affect the particular group members?*
  3. *How can an observer tell if a member is working on a hidden agenda?*
  4. *When is it appropriate for group members to disclose their hidden agendas?*
- During the processing, spend some time discussing what a group leader should do when he/she suspects that group members have hidden agends. *Refer to the notes on processing in the instructions.*

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* See option at end of these instructions.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	OPTION: *Although this exercise is most effective when both role plays are used, the second role play can be omitted if time is short.*
10-20 minutes	SUMMARY OF DAY ONE ● Summarize the day's activities. ● Make any comments about day two that seem necessary.

EXERCISE 8: PERSONAL GOALS AS GROUP GOALS*

PURPOSE:

1. To provide the trainees with an opportunity to express their own goals for the workshop
2. To demonstrate the range of goals held by the members of the group
3. To allow the training group to define its goals and to help the group in its development

SETTING:

This exercise is designed to allow trainees to express their goals for the training group. Trainees should be encouraged to discuss their personal goals seriously. The exercise will give them practice in setting their goals and will expose them to one way of coordinating member and leader goals. A thorough processing of the exercise is recommended.

MATERIALS:

Paper and pencil

PROCEDURE:

The group organizes itself into pairs and each member of the pair takes turns as the interviewer and the interviewee. The interviewer asks these two qusstions and probes for specific answers as far as he/she can:

1. *What do you want to get out of the group?*
2. *Why did you come to the training?*

After exploring these questions, the interviewee writes his/her goals with the help of the interviewer. Goals that the trainee isn't willing to share with the group shouldn't be recorded, although the decision not to share a goal has serious implications for the functioning of the group.

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*Training Volunteer Leaders, op. cit.

After the roles are reversed and the goal setting process is carried out for the other trainee, trainees rejoin the group and each person talks about his/her goals. These are recorded by the trainer on newsprint.

PROCESSING:

This exercise can generate extensive discussion. First, incompatible goals that appear are resolved. Second, group goals are developed from the members' goals. Third, the goals are rated by the members and acceptable training goals are generated. In rating the goals, the trainer should try to find out how committed the trainees are to particular goals. The higher the commitment in the group, the more likely that the goal will be attained. The leader may want to present his/her goals for the workshop. These can be compared with the trainees' goals and differences noted. If incompatible goals exist, they should be resolved.

Discussion of this exercise should move to the issue of individual and group goals. The distinction between individual and group goals is not always a clear one. In the exercise just completed, many of the goals adopted for the group came from a consideration of individual trainees' goals. In the training group, group goals are primarily individual goals that are shared by the trainees. This is not necessarily the case in groups that the trainees will be leading.

The exercise can be concluded by discussing how the goal setting of a training group differs from goal setting in the trainees' own groups. Because individuals join therapy groups for self-improvement, the individual goals for the group are often personal. If the group is motivated only by personal goals, members may be reluctant to engage in risk-taking and, instead, may be very defensive.

In growth or therapy groups, it is difficult to determine exactly what the balance between personal and group goals should be. As the group matures, members may be able to see themselves as part of a group serving an important function in their lives. If they value the other members of the group, goals benefiting all of them are likely to be valued, too. On the other hand, because the main goal of these groups is to improve each member's ability to cope with and enjoy living, a group may want to consider any personal difficulties that interfere with that ability. Perhaps the best climate in groups exists when the members value the group sufficiently to take risks, opening themselves to the other members; in this way they may be able to achieve the long-term benefit of an increased ability to deal with their personal problems.

In short, both personal and group goals are important. An effective group will recognize this and find a balance between personal and group goals. Many goals can be both. The following goals, which are presented in ascending order of difficulty, could be personal goals that might also facilitate the growth of the group. The leader should always remember that group members have differing experiences and needs; what would be easy for some may be a big step for others.

1. Being physically present for groups. *Just showing up and staying through the group is an appropriate goal for some group members.*

2. Talking in group. *Saying anything at all in the group might be difficult for some members.*

3. Telling something about oneself. *After learning to talk about something in the group, the member might move to talking about him/herself.*

4. Talking about one's feelings. *Once the member can talk about him/herself, he/she may be able to learn to talk about how he/she is feeling (sad, lonely, excited). The hardest feelings to talk about are those one is experiencing at the moment, especially when these feelings are about someone else in the group.*

LECTURETTE 1: GOALS

We have already talked about why goals should be explicit rather than implicit and shared rather than not. If goals are not explicit, members may be confused about their purpose in the group, and individuals may pursue disparate courses. If they are not shared, the group has little chance of ever growing in a way that benefits all of the members. Members whose goals do not conform to those of the group are excluded from the growth process. A question that now seems appropriate is, "What are the other effects of explicit and shared goals?"

There are at least three other functions of goals that are important enough to mention. *A goal that is shared by a group can help to keep the group on course.* If the members agree on a set of goals, then discussion unrelated to those goals can be minimized. For example, consider a group that has decided to focus on the behavior that occurs in the present. A member launches into a digression about his/her past drug history. Because the goal of focusing on the present is established, it is easier to redirect discussion back on the topic. Perhaps a major function of goals is to keep the group on an appropriate topic.

The goals of the leader must also be considered. In most of this unit, we have talked about goals as long-range expectations. The group leader often establishes sub-goals that he/she believes will help the group achieve those long-range goals. These sub-goals can be for a single meeting (e.g., to get the quiet members to participate more actively) or for several meetings (e.g., to help group members develop a sense of belonging to the group). Both of these might be steps toward the long-range goal of increasing the impact of the group as a curative agent. *The leader can choose a particular intervention based on a short-term goal that will help the group achieve the final goal.* If a leader knows where he/she wants to go, he/she can then decide how to get there. Therefore, short-term goals should be set by the leader before the group meeting. Some flexibility, however, should be allowed because many significant events can be unplanned--the leader should not stop a "happening" just because it isn't exactly what he/she planned.

Finally, a point related to both of the above should be mentioned. *Explicit and shared goals can be evaluated periodically to examine the group's progress.* And realistic goals can be reached and new goals can be set. The group (and leader) can thus evaluate its progress and also will have incentive for further progress.

EXERCISE 9: COMMITTEE MEETING: DEMONSTRATING HIDDEN AGENDAS*

NOTE: Process and content are discussed at length in Lecturette 2. You may want to use some of that information in processing this exercise.

Hidden Agendas: Personal goals that are not shared.

Group Process: The actual behavior in a group. Concerned with how things happen (who talks to whom, how decisions are made, how the group handles conflict) rather than with what is talked about (NDAC, 1977).

PURPOSE:

1. To illustrate the effects of different personal goals on task accomplishment in a work group
2. To demonstrate differences in the ways group members work when they have different goals and when they have similar goals
3. To intorduce the concept of group process

SETTING:

The trainees have just finished developing their own goals for the training program. The importance of shared and explicit goals was emphasized. This exercise provides trainees with an illustration of the way that a group functions when these criteria are and are not met. The dramatic differences in functioning should demonstrate several group process issues that will be examined in some depth immediately after the exercise.

MATERIALS:

- Copies for all trainees of the Committee Meeting Problem Sheet and instructions for playing a role
- One copy of Committee Meeting Role Sheet A and one copy of version B, both cut into strips to separate the role descriptions (Trainees should not know each other's roles and hidden agendas.)
- A copy of the Process Observation Sheet for each observer
- Pencils for all observers

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PROCEDURE:

The trainer selects five trainees to play the members of the Fact Finding Committee of the WSO Advisory Board. These five are given copies of the role-playing instructions and the Committee Meeting Problem Sheet. They are then separated from the rest of the training group, given five minutes to study their roles, and told not to tell anyone about their hidden agendas.

The other group members form a fishbowl around the five chairs that will be occupied by the "committee members." Each has a copy of the problem sheet and the Process Observation Sheet. A process observer should be assigned to note the behavior of each of the board members.

When the role players return, they sit inside the fishbowl. They are told that the other trainees are observers. They introduce themselves to the other role players by name and title only. Marvin Turner, as chairman, begins the "committee meeting." The meeting is stopped after ten minutes, regardless of whether or not a decision has been reached.

Then the trainer selects five members from the group of observers. They are to be members of a committee addressing the same issue as before. The procedure also is the same, except that these role players will be given hidden agendas with similar goals. They conduct a meeting inside the fishbowl; the former role players are reassigned as observers. This meeting also is stopped after ten minutes.

PROCESSING:

Some processing should follow the first role play. Process observers should report what they saw happening in the group. After some discussion, the role players reveal their roles, with Jack Simon reporting last. Further processing at this point may be necessary, but lengthy discussions should be avoided as the exercise is only half over.

After the second role play, processing should proceed as before. When the observers and role players have finished their reports, the trainer should ask some of the following questions:

1. *How do hidden agendas (unshared goals) affect group problem solving?*

2. *How do they affect the participation of group members?*

3. *How can an observer tell if a member is working on a hidden agenda?*

4. *When is it appropriate for group members to disclose their hidden agendas?*

During the processing, some time should be spent discussing what a group leader should do when he/she suspects that group members have hidden agendas. The initial decision for the leader is whether or not to bring up the issue. If the leader decides to discuss a hidden agenda, he/she might mention what appears to be going on and check this with the group, focusing on how the hidden agenda affects group functioning. The trainees should remember that hidden agendas are common and quite normal; a group leader often has hidden agendas. There is nothing intrinsically negative about hidden agendas, although sometimes they may interfere with the growth of a group. A leader should be careful not to scold members who have hidden agendas, but to help members deal with any guilt they have about having hidden agendas.

OPTION:

Although this exercise is most effective when both role plays are used, the second role play can be omitted if time is short.

COMMITTEE MEETING PROBLEM SHEET

PARTICIPANTS:

1. Marvin Turner, shoe store owner and operator
2. Roberta Stevens, mother of five, on welfare
3. Louis Haber, dentist
4. Jack Simon, Chamber of Commerce vice-president
5. Carol Stone, social worker, WSO

PROBLEM:

You are at a meeting of a special fact-finding committee of the West Side Organization (WSO) Advisory Board. Your committee was established to study the suggestion that the WSO revise its procedure for electing representatives to the Advisory Board from among welfare recipients. At present, representatives are selected for three years through a general, area-wide election. Your group has been authorized to come up with specific recommendations on which the Board should act at its next meeting. The Board has advised your committee to consider two points:

1. What would be the best procedure for selecting welfare representatives?
    a. The present system (general, area-wide selection) should be maintained.
    b. District elections should be held. There are four districts in the general area that WSO serves. District elections would mean that one welfare representative would come from each district.
2. How long should the term of office be?
    a. The present term (3 years) should be maintained.
    b. The representatives should serve for one year.

The chairman of the committee is Marvin Turner, who will report recommendations to the Board.

INSTRUCTIONS FOR PLAYING A ROLE

1. Do not disclose your role description.
2. Read your description carefully and play the role conscientiously.
3. Put yourself into the role that you are given, but do not overact.
4. Be natural, but emphasize behavior aimed at fulfilling your role.

ROLE BRIEFING SHEET A

CAROL STONE:

You are a social worker at WSO, and you would like some of your clients to be active in the WSO. You think that if you help one of your clients get on the Board, your department head will be impressed and you can achieve more power in the WSO program. Because your work area covers a district, you want the district form of election to be recommended. You think you have enough influence in that district to get your candidate elected. If the election covers the whole area, however, your influence will not be very great. You prefer that the term of office be three years so that you won't have to worry about getting one of your clients elected every year.

MARVIN TURNER (COMMITTEE CHAIRMAN):

You are a shoe store owner and operator, and you are an ambitious community leader. You want the welfare representatives on the Board to show a lack of unity and goals so that the professional and governmental members can run things their way. You think that poor people are just lazy. You support general election procedures for the whole area because these should facilitate the election of more representatives who do not have support from a specific group of people in a small area and who do not have many specific goals in mind. You also support one-year terms to keep the welfare members from establishing any power bases.

ROBERTA STEVENS:

You are a mother of five receiving welfare payments for child support. You want a greater role for welfare representatives on the Board. You would also like different people from welfare to have a chance to get on the Board. You support the concept of district or small-unit elections for one-year terms. You also want more representatives from welfare on the Board than there are currently to counteract the bases of some of the professional and governmental members.

LOUIS HABER:

You are a dentist and are on the City Council. You think that local government leaders and professional people "who know what they are doing" should have a larger say on the WSO Board. Therefore, you want a weaker voice from the welfare representatives. You support general area elections for one-year terms.

JACK SIMON:

You are the head counselor for the WSO, and you are not really concerned with the work of the committee. You joined for only one reason--to get to know Carol Stone and eventually ask her for a date. During the meeting you plan to agree with and support every point that Carol makes. Your behavior is guided by your desire to impress Carol Stone.

ROLE BRIEFING SHEET B

SAM THOMAS:

You are currently a counselor and a former addict. Your goal is to find a way to choose welfare representatives that will be fair and will give the welfare recipients the strongest power base. Right now you lean toward district elections because the lower income neighborhoods would have more say. You favor three-year terms so that there will be continuity on the Board.

SUSAN WILLS:

You are a high school teacher and have two high school age children. Your goal is to find a way to choose welfare representatives that will be fair and will give the welfare recipients the strongest power base. Right now you think general elections would be best; representatives to the school board are chosen that way, and you think that welfare recipients have been treated excellently by the school board--they have no trouble being heard. You favor one-year terms because more people would have a chance to be a part of the Advisory Board.

BOB WASHINGTON:

You are secretary of the City Council and the manager of a large grocery store. Your goal is to find a way to choose welfare representatives that will be fair and will give the welfare recipients the strongest power base. Right now you lean toward general elections because you believe representatives chosen generally have more clout than those with only a district behind them. You also favor three-year terms for the same reason--you think three-year representatives are in a position of more power.

BARBARA SCOTT:

You are a social worker at WSO and have been there for five years. Your goal is to find a way to choose welfare recipients that will be fair and will give the welfare recipients the strongest power base. Right now you favor district elections because, in your experience, welfare candidates have been neglected in general elections. You also favor one-year terms because that will provide the most exposure for the most welfare candidates.

JOHN SANDERS:

You are a welfare recipient, separated from your wife and three children. Your goal is to find a way to choose welfare representatives that will be fair and will give the welfare recipients the strongest power base. Right now you lean toward district elections because you feel that general elections are too big and discriminate against welfare representatives. You favor a three-year term because you believe that one year is not sufficient time to get organized.

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PROCESS OBSERVATION SHEET

(Note any comments about the behavior of the person you are observing on the back of this sheet.)

GOALS

1. To what extent did the members act as if they shared the same goals?

1	2	3	4	5
did not appear to share any goals	a few members had shared goals	average shared goals	goals were shared by most members	excellent sharing, everyone shared goals

ATMOSPHERE

2. What was the overall tone of feeling in the meeting?

1	2	3	4	5
hostile and competitive, signs of anger	defensive and inhibitive, members were afraid to take risks	average cooperation, limited amount of sharing of feeling	above average cooperation, most members appeared fairly relaxed	very cooperative and open, members appeared to value others' contributions

PARTICIPATION

3. What was the level of participation in the group?

1	2	3	4	5
extermely low, most members didn't participate, one person monopolized	low, several members dominated discussion	average participation, most had a little to say	above average, most contributed to the discussion	high, all participated actively in the discussion

TASK

4. How relevant were the contributions to the task?

1	2	3	4	5
low, contributions were off the track and self-serving, topic discussed not what goal indicated	a little, most contributions were off the work	average, there was a mixture of relevant and irrelevant comments	above average, most comments were relevant	high, almost all comments were relevant to task

MODULE 4
PROCESS AND CONTENT

GOALS:

1. To introduce the difference between process and content
2. To practice making process observations
3. To illustrate how groups function when the members are maintenance-oriented or when they are self-oriented
4. To introduce different roles often filled by members of a group
5. To introduce the idea of curative factors

OBJECTIVES:

1. Each trainee will define process and content.
2. Each trainee will name three different process issues.
3. Each trainee will role play a self-oriented or a maintenance behavior.

OVERVIEW MODULE 4
PROCESS AND CONTENT

This module is important because the concept of process is introduced, a topic that will be considered often in the sections to come. Actually, the introduction to process occurs in Exercise 9 when the trainees have to use the Process Observation Sheet. This has been set up as a rating scale to minimize the amount of orientation that the trainees will require.

As noted in the Overview to Module 3, the trainer had the option of including the material in Lecturette 2 during Exercise 9. Lecturette 3 is about task and maintenance behaviors and can be given in conjunction with Exercise 11.

Exercise 10 gives trainees practice in differentiating between process and content statements.

Exercise 11 is important for reasons of both process and content. From the process perspective, it provides the trainees with additional practice in observing process and with exposure to roles that generally are associated with maintenance and self-oriented behaviors. Such exposure should aid the potential leader in identifying and/or producing the behavior while leading actual groups. Curative factors in groups will be discussed during that exercise, but a more detailed discussion follows in Module 5. The trainer should be familiar with all the material.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
10 minutes Module 4 Overview Goals and Objectives	INTRODUCTION TO MODULE 4: PROCESS AND CONTENT ● Introduce the module using information from the overview and the goals and objectives.
20 minutes Lecture Notes	LECTURETTE 2: WHAT TO OBSERVE IN A GROUP (PROCESS AND CONTENT) *Based on the decision made in Module 3, this material either was presented in conjunction with Exercise 9 or will be presented now as a lecturette. See overviews of Modules 3 and 4.* *Again, as was true in Lecturette 1, these presentations should not be in "lecture" form; the material needs to be presented, but should not be read.* ● Present the material based on the notes in your manual.
15 minutes Process and Content Instructions Pencils Process/Content Identification Sheet	EXERCISE 10: PROCESS AND CONTENT IDENTIFICATION ● Explain the purpose of the exercise. ● Ask trainees to mark on the Process/Content Identification Sheet whether each statement is a content or process statement. ● Begin the exercise. ● Refer to the instructions for the suggested answers.
80 minutes Task, Maintenance, and Self-oriented Role Playing Instructions Process Observation Sheet Pencils Group Role Sheets A & B	EXERCISE 11: TASK, MAINTENANCE, AND SELF-ORIENTED BEHAVIOR ROLE PLAY ● Explain the purpose of the exercise. ● Discuss the procedure: *This exercise will be done in two parts. In the first part, about half of the group will be selected to play roles in a fishbowl arrangement. The rest of you will act as observers.*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
Curative Factors in Groups Sheet	*Each of you will use the Curative Factors in Groups Sheet to mark the items in order of importance without conferring with anyone. Next, the seven participants will work as a group to rank these factors. Concensus must be reached in ten minutes.* *Observers are to watch the participants in the inner group and to rate them on the Process Observation Sheet after the participants have reached a concensus. Observers will then be given a copy of Group Role Sheet A to identify which member played each role.* • Begin the first part of the exercise. • After the observers have identified the role players, process this part of the exercise. Be brief, concentrating only on the process of the group and the effects of the different member roles. • Introduce the second part of the exercises: *Now, switch places. Those of you who were participants will become observers and observers will become participants. The new participants will have roles to play and will be given time to study them. Your task is to think of ground rules for a group that would promote the development of curative factors. That is, what norms should a group have to help its members grow?* *After ten minutes the participants should have a completed list and the observers can mark their ratings on the Process Observation Sheets. Then using Group Role Sheet B, observers guess which members played which roles and with what effect.* • Begin the second part of the exercise. • After the observers have completed their task, begin processing of the exercise. *See the instructions and also Lecturette 3.*
10 minutes Lecture Notes	LECTURETTE 3: TASK, MAINTENANCE, AND SELF-ORIENTED BEHAVIORS *The material in this lecturette coincides with the experience of Exercise 11. Because of this, it probably is*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	best to present this material during the processing of the exercise and not in the form of a lecture. If this is done before the discussion of curative factors, trainees will be led easily into the content of Module 5.
5-10 minutes	SUMMARY OF MODULE ● Summarize Module 4 and explain how it relates to Module 5.

LECTURETTE 2: WHAT TO LOOK FOR IN A GROUP*

All human interactions have two major ingredients--content and process. The first deals with the subject matter or the task with which the group is working. In most interactions, the main focus is on the content. The second ingredient, process, is concerned with what is happening between and to group members while the group is working. The group process encompasses tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition, and cooperation. In most interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will help leaders to diagnose group problems early, to deal with them more effectively, and will enable group members to be more effective participants.

The content of a discussion often focuses on the "there and then"--past or future actions in other surroundings. But a discussion involving something that happened outside of the group also may reflect some issue of group process that concerns the group's functioning. For example, if a group member discusses problems in authority at home, he/she really may be referring to a leadership struggle within the group.

The issue of how a group is functioning is quite complex. An observer interested in a group's process is likely to examine a number of specific topics related to the group's pattern of functioning. We will discuss briefly some of these topics: participation, influence, decision-making procedures, membership, feelings, and group atmosphere.

ATMOSPHERE

Atmosphere refers to the general tone of feeling of the group meeting. This tone can range from warm and accepting to hostile and rejecting, and can be any combination between these two extremes. As a general rule, personal growth occurs when the atmosphere is open and accepting. When the atmosphere is hostile and rejecting, participants are not likely to take the risks leading to growth.

Establishing an open and accepting atmosphere can be a long and difficult task, requiring a certain amount of modeling and direction from the leader as well as norms that legitimize risk-taking behavior. Very often, a supportive atmosphere is generated only after the group has resolved conflicts over leadership and members have defined their positions in the group. The atmosphere is always subject to change.

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Actually, one important reason for the leader to consider the atmosphere is that changes in the atmosphere often signal the occurrence of critical choice points in the growth of a group.

- *Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?*

- *Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?*

- *Do people seem involved and interested? What is the atmosphere like?*

- *Are certain topics avoided in the group (e.g., sex, immediate feelings in the group, leader's behavior, etc.)?*

- *Who seems to reinforce this avoidance? How?*

- *Are group members overly nice or polite to each other? Are only pleasurable feelings expressed? Do members agree with each other too readily? What happens when members disagree?*

- *Do you see norms operating about participation or the kinds of questions that are allowed (e.g., "If I talk, you must talk," or "If I tell my problems, you have to tell yours")? Do members feel free to ask each other about their feelings? Do questions tend to be restricted to intellectual topics or events outside of the group?*

PARTICIPATION

Level of participation is a concept that is used to refer to the number of participants who are actively involved in the group and to indicate the intensity of the involvement. A high level of participation occurs when most of the group members are involved at an intense level.

The level of participation is one of the easy process observations that the leader makes. He/she can look at such patterns of communication as who talks to whom, how long they talk, whether or not they are interrupted. All of these observations are aspects of the level of participation. Considering the level of participation can help the leader get some idea of roles group members play; the most vocal members are often the most influential.

- *Who participates more than others?*

- *Who participates less?*

- *Do you see any shift in participation, e.g., frequent participators becoming quiet, infrequent participators suddenly becoming talkative? Do you see any possible reason for this in the group's interaction?*

- *How are those who remain silent treated? How is their silence interpreted--consent, disagreement, disinterest, fear, etc?*

- *Who talks to whom? Do you see any reason for this in the group's interactions? Are the interactions male/male, male/female, or female/female?*

- *Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?*

DECISION-MAKING PROCEDURES

All groups make decisions, sometimes explicitly and consciously ("What shall we do about members who are absent a lot?"), sometimes without awareness that decisions are made at all (as when a group ignores members who talk about sexual problems). Because a group decision is hard to undo, the effective group leader should be aware of when and how decisions are made.

One example of decision making in a therapy group occurs early in the group's life when the leader(s) and members set goals. Once the goals are set, they can be powerful guidelines for group discussions and even for deciding which topic areas are appropriate. Clearly, decisions of such importance should be made carefully and in a manner that involves as much of the group as possible.

There are several methods of group decision making of which the leader should be aware. We will present four of the most frequently used methods. They are arranged in order, with the least preferred method first and the most preferred method last.

Decision by one: One person proposes and then begins to initiate his/her decision. For example, "I think we should introduce ourselves. My name is John Harris...."

Decision by a minority: Several members of a group (often the most outspoken) are in agreement and try to make the decision for everyone. Often these decisions are followed by, "Does anyone object?" or "We all agree." The group leader should be very careful that he/she doesn't lose leadership to this minority.

Decision by majority: The group makes this decision by counting votes "for" and "against." In this case the larger portion of the group might agree, but if the minority holds a strong opinion, then that often is not given adequate attention.

Consensus testing: This procedure does not necessarily require unanimity, but it does require that each member of the group be given the chance to express his/her feelings. If the feelings are very strong, then more discussion may be needed. When a decision is reached by consensus, all members of the group are in essential agreement.

- *Does anyone make a decision and carry it out without checking with other group members? For example, does anyone decide on the topic to be discussed and immediately begin to talk about it? What effect does this have on others?*

- *Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?*

- *Who supports other members' suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group? How does this affect others?*

- *Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote (majority support)?*

- *Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?*

- *Does anyone make contributions that receive no response or recognition? What effect does this have on the member?*

INFLUENCE

Influence and participation are not the same. Some people may speak very little yet they capture the attention of the whole group. Others may talk a lot but generally are not listened to by the other members.

- *Which members are high in influence? That is, when they talk, do others seem to listen? Are they women or men?*

- *Which members are low in influence? Is there any shifting in influence? Who shifts, women or men?*

- *Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?*

Styles of Influence

Influence can take many forms. It can be positive or negative; it can enlist the support or cooperation of others or alienate them. How a person attempts to influence another may be the determining factor in the other's receptivity. There are at least four styles of influence that frequently emerge in groups.

- Autocratic--*Does anyone attempt to impose his/her will or values on others or try to push them to support his/her decisions? Who evaluates or passes judgment on other group members? Do any members block action when it is not moving in the direction they desire? Who pushes to "get the group organized?"*

- Peacemaker--*Who eagerly supports other's decisions? Does anyone consistently try to avoid conflict or keep unpleasant feelings from being expressed by pouring oil on the troubled waters? Is any member typically deferential toward other group members (thus giving others power)? Do any members appear to avoid giving negative feedback, i.e., will they level only when they have positive feedback to give?*

- Laissez-Faire--*Are any group members getting attention because of their apparent lack of involvement in the group? Does any group member go along with group decisions without seeming to commit him/herself one way or the other? Who seems to be withdrawn and uninvolved? Who does not initiate activity, or participates mechanically and only in response to another member's question?*

- Democratic--*Does anyone try to include everyone in a group discussion or decision? Who expresses his/her feelings and opinions openly and directly without evaluating or judging others? When feelings run high and tensions mount, which members attempt to deal with the conflict in a problem-solving way?*

MEMBERSHIP

A major concern for group members is the degree to which they are accepted by the group. Different patterns of interaction may develop in the group that give clues to the degree and kind of membership.

- *Are there any subgroups?* (Two or three members may band together for a period of time during which they consistently agree and support each other. Or several members may consistently disagree and oppose one another.)

- *Do some people seem to be "outside" the group? Are some "in"? How are those "outside" treated?*

FEELINGS

During any group discussion, feelings are frequently generated by the interactions between members. Although these feelings are rarely discussed, the tone of voice, facial expressions, gestures, and many other forms of nonverbal cues can help observers understand what participants are feeling.

- *What signs of feelings do you observe in group members (anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness)?*

- *Do you see any attempts by group members to block the expression of feelings, particularly painful feelings? How is this done? Does anyone do this consistently?*

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EXERCISE 10: PROCESS AND CONTENT IDENTIFICATION

PURPOSE:

To practice differentiating process and content statements

SETTING:

The trainees have heard a lecturette on process and content. The distinction between process and content will be used frequently throughout the remainder of the training week. This exercise provides practice in distinguishing process statements and content statements.

MATERIALS:

- Pencils
- Copies of the Process/Content Identification Sheet for each trainee

PROCEDURE:

Trainees are given time to identify the statements on the Process/Content Identification Sheet as process statements or content statements.

PROCESSING:

The suggested answers are as follows:

1. Process: focuses on the atmosphere and the level of participation in the group
2. Content: focuses on statement of fact on subject
3. Content: does not focus on what is happening in the group
4. Content: conveys factual information (This statement could relate to the process of the group, however, if the statement really reflects feelings about the "boss" of the group.)
5. Process: focuses on the atmosphere in the group
6. Process: focuses on the decision-making procedures in the group

PROCESS/CONTENT IDENTIFICATION SHEET

Indicate whether each of the following statements (which were made in a group) is a process or content statement.

_______________ 1. "I feel angry with Allen for never contributing to the group."

_______________ 2. "I used to live in New York. I started to use dope only after I moved to Chicago."

_______________ 3. "I think Tom and Nancy would both be better off if they stopped seeing each other."

_______________ 4. "I have a lot of trouble getting along with my boss. I don't think he has any idea of what he is doing."

_______________ 5. "People in the group seemed pretty tense when Steve shouted at Ellen."

_______________ 6. "When we started talking about our goals, I noticed that people were quick to agree with everything I suggested."

EXERCISE 11: TASK, MAINTENANCE, AND SELF-ORIENTED BEHAVIOR ROLE PLAY

The presentation of the material on task, maintenance, and self-oriented behaviors can be presented during the processing of this exercise. See Lecturette 3.

PURPOSE:

1. To demonstrate the different effects of task, maintenance, and self-oriented behaviors on a group problem-solving task
2. To provide the trainees with practice in making process observations
3. To introduce the curative factors in groups and give the trainees the opportunity to consider their relative importance
4. To brainstorm various norms that facilitate the development of curative factors

SETTING:

The group has been introduced to the distinction between process and content and has heard a lecturette on different kinds of process issues that are essential in understanding group dynamics. This exercise is designed to give additional practice in observing process variables and to clarify the distinctions among task, maintenance, and self-oriented behaviors. Further, the content of the exercise is a discussion of the curative factors in groups, a topic that the trainees should find relevant and interesting.

MATERIALS:

- Pencils for each trainee
- Process Observation Sheets for each trainee
- Copies of the Group Role Sheets to be cut into strips so that each trainee will have a role unknown to the others in the group
- Copies of the Group Role Sheet for all observers
- Copy of the Curative Factors in Groups Sheet for the inner group in the fishbowl

PROCEDURE:

The trainer selects about half of the trainees to form a group. He/she assigns one of the seven roles from the Group Role Sheet A to each participant. The remaining trainees observe the group in the fishbowl.

After the participants are given time to study their roles, all trainees (the participants and the observers) are given a copy of the Curative Factors in Groups Sheet and told to rank the items in order of importance without conferring with anyone. After completing the ranking, the participants are instructed to rank the items as a group. Further, they are told they must reach consensus on the ranking within ten minutes.

The observers are given the Process Observation Sheets and told to observe the participants in the inner group. After the participants have finished, the observers make their ratings. Then they are given copies of the Group Role Sheet A and told to identify the group member who was fulfilling each role.

After processing this, the trainees do a fishbowl interchange, so that the former participants become observers (with Process Observation Sheets) and vice versa. Each of the inner group members is assigned one of the self-oriented or task roles from the Group Role Sheet B and is given time to familiarize him/herself with the role. The task is to think of ground rules for a group that would promote the development of curative factors. That is, what norms should a group have to help its members grow?

The group has ten mnnutes to generate a list of norms, after which the observers complete the ratings on the Process Observation Form. The observers then are introduced to the self-oriented, group-hindering roles from the Group Role Sheet B. Finally, the observers guess which members played which roles and with what effect.

PROCESSING:

The exercise is processed in two stages. Stage one follows the maintenance role plays and stage two follows the self-oriented role plays. The processing following the maintenance role-play should be brief, concentrating only on the process of the group and the effects of the different member roles.

The processing of the self-oriented phase also can focus on the process and role effects. Comparisons with the previous roles should be informative, especially when feedback comes from those who had task roles in the two groups. When the trainer is convinced that the trainees understand the process concepts sufficiently, then he/she should turn to the content of the exercise. He/she should conduct a discussion of the curative factors and the norms that facilitate their development.

PROCESS OBSERVATION SHEET

(Note any comments about the behavior of the person you are observing on the back of this sheet.)

GOALS

1. To what extent did the members act as if they shared the same goals?

1	2	3	4	5
did not appear to share any goals	a few members had shared goals	average shared goals	goals were shared by most members	excellent sharing, everyone shared goals

ATMOSPHERE

2. What was the overall tone of feeling in the meeting?

1	2	3	4	5
hostile and competitive, signs of anger	defensive and inhibitive, members were afraid to take risks	average cooperation, limited amount of sharing of feeling	above average cooperation, most members appeared fairly relaxed	very cooperative and open, members appeared to value others' contributions

PARTICIPATION

3. What was the level of participation in the groups?

1	2	3	4	5
extremely low, most members didn't participate, one person monopolized	low, several members dominated discussion	average participation, most had a little to say	above average, most contributed to the discussion	high, all participated actively in the discussion

TASK

4. How relevant were the contributions to the task?

1	2	3	4	5
low, contributions were off the track and self-serving, topic discussed not what goal indicated	a little, most contributions were off the mark	average there was a mixture of relevant and irrelevant comments	above average, most comments were relevant	high, almost all comments were relevant to task

TASK VS. MAINTENANCE

5. Were the comments mainly factual (task-oriented) or were they aimed mostly at how the group was functioning (process)?

1	2	3	4	5
all task	mainly task, some process	about equal task and process	mainly process, some task	all process

DECISION-MAKING

6. How were decisions made?

1	2	3	4	5
by one person	by two, one person suggesting and the other supporting	majority, with minority views not expressed	majority, with minority opinion integrated	consensus, agreement by all

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CURATIVE FACTORS IN GROUPS

Most people agree that participation in a group can help a person grow and learn about him/herself. The elements in a group that facilitate growth have been called curative factors. Below is a list of some possible curative factors in groups. Your task is to rank these factors in the order of their importance. Put a "1" beside the factor that you think is the most important in helping a person grow as a result of his/her group experience. Put a "2" beside the second most important and so on, until you have put an "8" beside the factor that you think is least important.

______________ Getting feedback from others

______________ Receiving advice or ideas from others

______________ Finding out others have problems like yours

______________ Feeling that you belong to the group

______________ Getting support from others

______________ Having permission to express strong feelings

______________ Giving feedback to others

______________ Giving support to others

GROUP ROLE SHEET A

MAINTENANCE:

__________ *Harmonizer*: Attempts to reconcile disagreements, reduce tension; gets people to explore differences; focuses on how people relate to each other.

__________ *Gatekeeper*: Keeps communication channels open; gets others to participate; suggests procedures for getting everyone involved.

__________ *Encourager*: Is friendly, warm, and responsive to others; indicates acceptance of others' contributions.

__________ *Compromiser*: When ideas are in conflict, offers a compromise or concession; admits own error; works mostly at the content level.

TASK:

__________ *Initiator*: Proposes tasks or goals; defines group problems; suggests procedures for solving problems.

__________ *Information giver*: Offers facts; provides relevant information; gives suggestions and ideas; expresses opinions.

__________ *Summarizer*: Pulls together related ideas; restates suggestions after group discussion of them; offers conclusions for group to accept or reject.

GROUP ROLE SHEET B

SELF-ORIENTED:

__________ *Dominator:* Tries to make all decisions; doesn't listen to others; tries to monopolize the group.

__________ *Recluse:* Tries to withdraw; makes no contributions; appears afraid to make a statement or express an opinion.

__________ *Aggressive blocker:* Attacks others' remarks; is the first to criticize; tries to put others down; is hostile and negative; seldom offers alternative ideas.

__________ *Help seeker:* Tries to belittle his/her own contributions; displays low self-image; frequently asks others' opinions and advice.

__________ *Recognition seeker:* Tries to become center of attention; engages in eye-catching behavior; tries to get attention from others; comments are not generally on topic.

TASK:

__________ *Information seeker:* requests facts; solicits expressions of opinion; seeks suggestions or ideas.

__________ *Clarifier:* Interprets ideas or suggestions; clears up confusion; defines terms; indicates alternatives and issues.

LECTURETTE 3: TASK, MAINTENANCE, AND SELF-ORIENTED BEHAVIORS*

(Note: The presentation of the following material is probably best accomplished during the processing of Exercise 11.)

Some behaviors frequently are associated with content--with trying to get the job done--and other behaviors concern the process in the group and function to help maintain harmony in the group. Because group members tend to fill the same roles over a series of meetings, the group leader might find it helpful to identify the roles that members typically fill.

TASK-ORIENTED BEHAVIORS

Task-oriented behaviors occur in trying to get a job done. There are several behaviors that are useful when a group is fulfilling a task:

- *Initiating:* proposing tasks or goals; defining a group problem; suggesting a procedure for solving a problem
- *Seeking information or opinions:* requesting facts; soliciting expressions of value; seeking suggestions and ideas
- *Giving information or opinion:* offering facts; providing relevant information; giving suggestions and ideas; expressing an opinion about a matter before the group
- *Clarifying and elaborating:* interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group
- *Summarizing:* pulling together related ideas; restating suggestions after the group has discussed them; offering a conclusion for the group to accept or reject

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*Reproduced by special permission from Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa, Donald Nylen, J. Robert Mitchell, and Anthony Stout, pp. 67-70, Copyright 1967 by the European Institute for Trans-Nation Studies in Group and Organizational Development, and National Training Laboratory, NEA, USA.

*Credit for the classification system is given to Morton Deutsch, "The Effects of Cooperation and Competition Upon Group Process." In D. Cartwright and A. Zander: Group Dynamics--Research and Theory (2nd Edition). Evanston, Ill.: Row Peterson & Co., 1960.

MAINTENANCE BEHAVIORS

Maintenance behaviors, on the other hand, occur when the group (or an individual in a group) is focusing on the way that the group is relating (process). We have discussed several different issues that are considered process (atmosphere, level of participation, typical decision-making procedures, etc.). Here are some of the behaviors that are used frequently to help maintain a good working relationship among group members:

- *Harmonizing:* attempting to reconcile disagreements; reducing tension; getting people to explore differences
- *Gatekeeping:* helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks
- *Encouraging:* being friendly, warm, and accepting of others; responding to others' contributions (verbally and nonverbally)
- *Compromising:* offering a compromise when one's own idea is in conflict with another's; admitting error; being willing to sacrifice one's own status in favor of group cohesiveness

SELF-ORIENTED BEHAVIORS

Finally, there are those people whose own interests are dominant over any others that may exist. These people are so *self-oriented* that their behavior doesn't address either task or maintenance issues--it serves to fill their own emotional needs and to hinder the group's progress. Some examples of this self-oriented behavior are:

- *Dominating:* trying to make all decisions; not listening to others; trying to monopolize the group
- *Withdrawing:* trying to withdraw from all activities; making no contributions; appearing afraid to make a statement or express an opinion
- *Aggressive blocking:* attacking others' remarks; being first to criticize; trying to put others down; being hostile and negative
- *Help Seeking:* trying to belittle his/her own contributions; playing down own abilities; frequently asking opinions and advice from others
- *Recognition seeking:* trying to become center of attention; engaging in eye-catching behavior; trying to get attention from others; not staying on the topic

SUMMARY

In most groups, any or all of these behaviors are likely to occur at some point. A group must attend to its maintenance functions if it is to succeed at task or growth activities. Of course, the amount of time a group spends on process and maintenance activities is a function of its purpose and its composition. In so-called therapy groups, where self-oriented behaviors are common, virtually all of the group's time can be devoted to process and trying to improve the way the members of the group function. In problem-solving groups, less time will be devoted to maintenance and much more to task activities. Let us emphasize, however, that in any successful group the maintenance functions must be considered for progress and growth to occur.

MODULE 5
CURATIVE FACTORS

GOALS:

1. To assist the trainees in understanding the kinds of curative factors in groups

2. To identify norms that foster the growth of curative factors

OBJECTIVES:

1. Each trainee will list four curative factors in groups.

2. Each trainee will name two norms that contribute to the development of a curative factor.

OVERVIEW MODULE 5
CURATIVE FACTORS IN A GROUP

The material for this unit was introduced in Exercise 11 and is summarized here with a lecturette and handout. The lecturette focuses on the factors identified in the exercise, dealing explicitly with the norms that foster their development. The issue of norms was also part of the previous exercise, but it is unlikely that trainees will cover the norms sufficiently through a role play of self-oriented behaviors. The trainer may wish to spend additional time examining norms, perhaps by brainstorming them with the group and discussing each point in turn.

Norms for giving good feedback are particularly important in Exercise 12 and will continue to be important throughout the training. If the trainees are not skilled at giving feedback, the trainer should spend some time developing feedback skills as suggested in the introduction (refer to the paper on interpersonal skills and the feedback program in the Appendices).

In Exercise 12, the issue of norms and curative factors is brought to a more immediate level when the trainees exchange feedback with others in the training group. The exercise may raise the anxiety level of the group members as they examine the trust and feedback norms that they have established. When processing the exercise, the trainer may want to focus explicit attention on what those norms are.

Two hours have been allotted for Exercise 12. In the past, this exercise has taken as much as two and a half hours to complete. It is an important exercise: The members really begin to function as a group, a skilled trainer can model good process interventions, and real experiential learning can take place. If the group is working well and taking longer than the allotted time, it is recommended that the exercise be continued and that Exercise 14 be sacrificed in its stead. (The same suggestion is true for Exercise 19, in which case Exercise 20 can be omitted. See notes in the appropriate modules.)

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
10 minutes Module 5 Overview Goals and Objectives	INTRODUCTION TO MODULE 5: CURATIVE FACTORS IN A GROUP ● Introduce the module using the overview and the goals and objectives.
30 minutes Self-instructional Exercise (See Appendix A)	OPTIONAL SELF-INSTRUCTIONAL EXERCISE: GIVING FEEDBACK *If you have not used this self-instructional exercise at the beginning of this course, explain it to trainees at this time. See Appendix A.* ● Note that it is a self-instructional exercise that trainees can complete at home if they wish, that it has been included in their manuals so that they can have additional practice in understanding how to give feedback. ● Explain briefly how they are to use it.
20 minutes Lecture Notes	LECTURETTE 4: CURATIVE FACTORS AND NORMS PROMOTING THEIR DEVELOPMENT *Again, remember that this didactic material will be better understood and remembered and that interest will be better retained if it is presented as a discussion rather than as a lecture. You may wish to begin with a comparison of the trainees' lists (for Exercise 11) with the one in your lecture notes.* ● Present the material based on the notes in your manual.
1 hour	LUNCH
2 hours Current Status Instructions Current Status Inventory Pencils	EXERCISE 12: CURRENT STATUS: A FEEDBACK ACTIVITY ON TRUST *As noted in the Overview, two hours have been allotted for Exercise 12. In the past, this exercise has taken as much as two and one-half hours to complete. It is an important exercise. The members really begin to function as a group, you can model good process interventions, and real experiential learning can take place. If the group is working well and taking longer than the allotted time, continue this exercise and sacrifice Exercise 14.*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	● Explain the purpose of the exercise. ● Discuss the procedure: *You will have ten minutes to fill out the Current Status Inventory in your manuals. When everyone has finished, you may share your comments with others in the group. If you share your answers about likes and dislikes, explain what behaviors led you to make these choices.* ● Begin the exercise. ● Discuss the results of the exercise. *Because much of the material on feedback was discussed just before this exercise, processing need not be extensive.* ● Guide trainees toward a discussion of the level of trust that has developed in the group and how it affects the amount of risk-taking that occurs. Help them explore how they felt while giving or receiving feedback. *Negative feelings should be processed carefully because they can inhibit future movement if they are not considered promptly.*
10 minutes	SUMMARY OF MODULE ● Summarize Module 5 and discuss how it relates to Module 6.

LECTURETTE 4: CURATIVE FACTORS AND NORMS PROMOTING THEIR DEVELOPMENT

If you want to compare the importance of items as ranked by the trainees with an "official" list, you can examine this one adapted (rather loosely) from Yalom (1975):

1. Getting feedback from others
2. Having permission to express strong feelings
3. Feeling that you belong to the group
4. Giving feedback to others
5. Finding out others have problems like yours
6. Getting support from others
7. Giving support to others
8. Receiving advice or ideas from others

This list is only a compilation of ratings made by a number of group members, so it is no more "true" than the list generated by the training group. It may, however, be helpful in generating some discussion on the topic. (For example, note the relative unimportance of advice from others.) More important than knowing the rank is understanding each factor and the norms that foster it. Following is a brief discussion of each of the factors to which you may wish to refer in clarifying the factors and in discussing the norms.

GETTING FEEDBACK FROM OTHERS:

A great benefit comes from the fact that groups generally focus on the present and avoid recapitualating past incidents that did not involve the group. Because of this focus, the feedback is given to a group member by others about his/her patterns of interaction in the group. Participants often interact within the group similarly to the way they behave outside the group. This feedback may be the first that the member has received about his/her behavior.

Perhaps the most important norms, then, concern the feedback given from one group member to another. Early in the group life, the leader may want to pay direct attention to these norms. Whether he/she does this or sets the feedback norms more indirectly, the leader will need to keep in mind several features of good feedback (NTL, 1968):

- *Feedback should be specific:* When feedback is given, it should be directed at specific (and changeable) behaviors, rather than at the whole person. The latter kind of feedback is likely to result in defensiveness and unwillingness to change.
- *Feedback should be nonevaluative.* Feedback should be descriptive, naming the response of the giver to a specific receiver behavior, rather than prescriptive, telling the receiver what he/she *should* do.
- *Feedback should be offered.* This means that if a person is not receptive to feedback, it should not be forced. The receiver of feedback always should feel able to reject it if he/she disagrees strongly with it. Because feedback is effective only when it is accepted, this rule really is simple common sense.
- *Feedback should be well-timed.* If the receiver of feedback is upset or if the feedback concerns an incident long past, then the likelihood of that feedback being accepted is greatly reduced.
- *Feedback should be personal.* When giving feedback, the giver should make it clear that the feedback concerns *his/her* response to a behavior and is not the response of other group members.

HAVING PERMISSION TO EXPRESS STRONG FEELINGS

This refers to the opportunity to express feelings that participants have in a group. Because strong social sanctions exist against expressing feelings, the group may be the first place the participants are encouraged to express rather than hide these feelings.

Of course, we are products of our society; therefore, many members are reluctant to express feelings and may ever condemn others for expressing them. Establishing an atmosphere conducive to expression of feelings may be a very long task. Several norms are essential if such an atmosphere is to develop. Perhaps the most important norm is risk-taking--members are encouraged to experiment, to try things they are afraid to do. The leader can model and encourage these behaviors. Norms of openness and trust are essential if risk-taking is to occur.

FEELING THAT YOU BELONG TO THE GROUP

Many people have few chances to feel that they belong. Many of the people who seek therapy consider themselves "misfits." A sense of belonging can be a novel and powerful experience for them. For this to develop, norms of acceptance (where each member is accepted as a person by each other member) must be fostered. Also of help in promoting a sense of belonging is an explicit rule of confidentiality, which can encourage group members to discuss very personal matters without fear that others will find out what they have said. An explicit rule of confidentiality also helps foster a climate of openness and trust.

GIVING FEEDBACK TO OTHERS

For many people, giving feedback to others is even harder than receiving it, particularly if the feedback is negative. Yet, giving feedback is probably the most effective way to change the way people act around you. Therefore, to practice in the group giving feedback that follows the norms discussed earlier is valuable. The skill of giving feedback can be taken from the group and applied to situations outside the group. Of all the factors to be discussed, the skill of giving effective feedback is probably the one that people can use the most outside of the group.

FINDING OUT OTHERS HAVE PROBLEMS LIKE YOURS

A common response when one has a problem is to withdraw and hide it from others. Encouraged by norms of openness, acceptance, and confidentiality, people can find it easier to express their problems within the group. Not surprisingly, many problems have a common base, so sharing them can help to decrease one's sense of isolation. Further, finding out that talking about problems is not too painful can help one deal with them in other siutations.

GETTING SUPPORT FROM OTHERS

This curative factor translates directly into the norm of accepting group members as people. Social reinforcement not only builds confidence, it also makes continued interaction and exploration much easier. For people not in positions to receive much social support, support from the group can be especially powerful.

GIVING SUPPORT TO OTHERS

Giving can be as rewarding as receiving support. Giving support that the other person appreciates and values makes one feel good about oneself. This factor also is related to the norm of acceptance and of valuing group members and their contributions.

RECEIVING ADVICE OR IDEAS FROM OTHERS

It is interesting that this factor ranks last on the list because in many groups it is the most common type of communication. It assumes greater importance in relation to specific problems (e.g., being afraid of heights) and when the group has been together for a long time. When the members have become a potent group, the opportunity to practice new behaviors suggested by advice can be helpful. Like feedback, advice should be offered rather than forced.

SUMMARY

In short, the curative factors are fostered by a set of norms about which the leader should be sensitive. The leader can promote the norms by establishing them in a direct manner with the members, by modeling the desired behaviors, by giving reinforcement to members for adhering to them, or by any combination of these methods. Whatever the methods chosen, the leader especially should pay attention to norms on:

1. Feedback
    a. Specific
    b. Nonevaluative
    c. Offered
    d. Well-timed
    e. Personal
2. Risk-taking
3. Confidentiality
4. Openness
5. Acceptance

EXERCISE 12: CURRENT STATUS
A FEEDBACK ACTIVITY ON TRUST*

See overview for note on timing.

PURPOSE:

1. To provide trainees with an opportunity to give and to receive feedback

2. To increase feelings of trust within a group

3. To illustrate some of the curative factors recently discussed

4. To model good group leader behavior

SETTING:

Trainees have just completed a section of materials relating to process and to curative factors within a group. Included were roleplay exercises and didactic material. This exercise provides a more immediate and experiential focus for activity. It gives the trainees an opportunity to evaluate the degree of trust they feel for each other and it provides an opportunity for giving and receiving feedback. The exercise may raise the anxiety level of the trainees as they come to grips with the trust and feedback norms they have established in their own group.

MATERIALS:

- A Current Status Inventory

- Pencils for all participants

PROCEDURE:

The trainer explains that this exercise is concerned with feedback and trust in the training group. Trainees complete the Current Status Inventory in their manuals. They are given ten minutes. When everyone has finished, the trainees are encouraged to share at least one of their answers with others in the group. (They may share as many as they desire).

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*Reprinted from: John E. Jones and J. William Pfeiffer (eds.), The 1977 Annual Handbook for Group Facilitators, La Jolla, CA: University Assoc, 1977. Used with permission.

If they share answers concerning likes and dislikes, they should be encouraged to explain what behaviors led them to these answers. Discussion follows the feedback exchange.

Trainers should discourage trainees from reading their responses to the Current Status Inventory as a list; this inhibits interaction and gives the exercise a mechanical quality. Responses should be offered and responded to one at a time.

PROCESSING:

The processing of this exercise should not be too extended because the trainees recently have had to consider didactic material. Discussion should be guided toward the level of trust established in the group and how that affects the amount of risk-taking that occurs. The trainees should be helped to explore how they felt while giving or receiving feedback. Negative feelings should be processed carefully because they can inhibit future movement if they are not considered promptly.

This exercise is the first of three feedback sessions (others are Exercises 19 and 24). The trainer should focus on the process in these feedback groups to give the trainees the experience of participating in a process group. This can provoke anxiety among members, but the experiences can be rewarding and instructive, especially if the group members develop more trust, openness, and ability to take risks as they move from this exercise to Exercises 19 and 24. During these feedback exercises, the group may move away from the structured format. If the focus remains on interpersonal feedback or on how the group is functioning, this movement away from structure should not be discouraged.

CURRENT STATUS INVENTORY

Name____ Date______________________

Complete all the following questions. Your answers are confidential, but you may share any of your answers after completing this history.

1. How did you feel as the group began?

2. How do you feel right now?

3. Which person in this group do you feel most positively about right now?

4. Describe what makes you feel good about that person.

5. Toward whom in this group do you react most negatively right now?

6. Describe what that person does that produces this negative feeling.

7. What prevents you from being more open and honest in this group?

8. Which person in this group do you think feels most positively toward you right now?

9. Why do you feel that this person feels positively about you?

10. Which person in this group do you think feels most negatively about you right now?

11. Why do you feel that this person experiences negative feelings towards you?

MODULE 6
STAGES OF GROUP GROWTH

GOALS:

1. To introduce the stages of group growth

2. To identify the behaviors characteristic of each stage

3. To help the trainees identify the stage of growth of the training group

OBJECTIVES:

1. Each trainee will list in the correct order the stages of growth used in this workshop.

2. Each trainee will produce one behavior characteristic of each substage.

OVERVIEW MODULE 6
STAGES OF GROUP GROWTH

This is the final module that deals with the theoretical issues in group dynamics. It is designed to introduce the idea that a group grows in a predictable way and to illustrate that idea by closing with an exercise similar to the one with which the section began.

In Exercise 13, the trainees again complete the Group Growth Scale. While the trainer introduces the characteristics that are typical of different stages of group development, a co-trainer can tabulate the data and compare it with the previous form. Discussion of the results should have two foci: (1) to identify how the group has changed (if at all), and (2) to diagnose the stage of its development. Because the form does not have a formula to help distinguish one stage from the other, the trainer and trainees should be guided by their own experience.

Lecturette 5 is designed to fill the time needed to analyze the data and to provide a general introduction to the stages of growth that have been chosen. The stages are, at best, rough descriptions and the trainer should note this. They are useful, however, and much of the remaining workshop is structured around interventions that commonly are made during each of the stages. Therefore, the trainer should be sure that the the trainees understand the general concept as well as the particular characteristics of each stage before he/she begins the discussion on the stage of the training group.

This unit is designed to introduce the concept of the stages of group growth. A later unit on leader interventions will examine it in more detail.

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TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
10 minutes Module 6 Overview Goals and Objectives	INTRODUCTION TO MODULE 6: STAGES OF GROUP GROWTH • Introduce the module using the overview and the goals and objectives.
10 minutes Our Growing Group Instructions Lecturette 5 Group Growth Scale Newspring Markers	EXERCISE 13: OUR GROWING GROUP II • Explain the purpose of the exercise. • Ask the group members to rate the training group on the Group Growth Scale in their manuals. • Lead a discussion of the stages of group growth (based on Lecturette 5) while the co-trainer scores the forms and compares them to those used in Exercise 6. • When the comparison of ratings is completed, note the differences on newsprint. • Return the forms to the members and lead a discussion on the differences observed and on an evaluation of the training group's growth. Focus attention on items that were rated higher at the second scoring than at the first. *(See processing notes.)*
10 minutes Lecture Notes	LECTURETTE 5: STAGES OF GROUP GROWTH *This lecturette should provide the basis for a discussion during Exercise 13. The material can be presented at that time, rather than in lecture form.*
10-20 minutes	SUMMARY OF DAY TWO • Summarize the module. • Explain that this is the end of the presentation of the theoretical issues in group dynamics. The next unit begins a presentation of the role of the group leader.

EXERCISE 13: OUR GROWING GROUP II*

PURPOSE:

1. To gauge the changes that have occurred in the training group from the acquaintanceship period to the present
2. To introduce the concept of group growth
3. To give the group an opportunity to evaluate the stage of development in which it is now working

SETTING:

Since the last time they checked the Group Growth Scale, the group members have been exposed to a series of structured experiences that illustrate the concepts of group goals, group process, and curative factors. Checking the scale again gives them the opportunity to examine any changes in their group. It also helps to introduce the concept of group growth. Finally, it provides closure on the section devoted to the theoretical aspects of group dynamics.

MATERIALS:

- The Group Growth Scale
- Newsprint and marker

PROCEDURE:

The trainer asks group members to rate the training group on the Group Growth Scale in their manuals. He/she collects the exercise forms and a co-trainer scores them and campares them to the ratings made on the earlier form. While this is occurring, the trainer leads the group in a discussion of the stages of group growth (Lecturette 5).

When the comparative ratings are completed, the trainer notes the differences in ratings on a sheet of newsprint. Each member is given back his/her form, and the subsequent discussion focuses on the differences observed and on an evaluation of the stage of the training group's growth.

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*Training Volunteer Leaders, op. cit.

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PROCESSING:

The trainer should focus attention on the items that were rated higher at the second scoring than at the first. Items likely to be higher are those dealing with goal clarity (#1), group process (#4), and group resources (#7). Items dealing with sense of belonging and trust may be about the same as at the first rating. Using this information, the leader should encourage the trainees to label the stage of development of their training group.

GROUP GROWTH SCALE*

Circle the number that most accurately describes your feeling.

1. How clear are group goals?

1	2	3	4	5
no apparent goals	goal confusion, uncertainty or conflict	average goal clarity	goals mostly clear	goals very clear

2. How much trust and openness is there in the group?

1	2	3	4	5
distrust, a closed group	little trust, defensiveness	average trust and openness	considerable trust and openness	remarkable trust and openness

3. How well do group members listen to each other?

1	2	3	4	5
little or no listening in group	most do not listen well to others	average listening	most members do listen well to others	all members listen intently to each other

4. How much attention is paid to process (the way the group is working)?

1	2	3	4	5
no attention to process	little attention to process	some concern with group process	a fair balance between content and process	very concerned with process

5. How are group leadership goals met?

1	2	3	4	5
not met, drifting	leadership concentrated in one person	some leadership sharing	leadership functions distributed	leadership needs met creatively and flexibly

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*Training Volunteer Leaders, op. cit.

6. How are group decisions made?

1	2	3	4	5
no decisions could be reached	made by a few	majority vote	attempts at integrating minority vote	full participation and tested consensus

7. How well are group resources used?

1	2	3	4	5
one or two contributed but deviants silent	several tried to contribute but were discouraged	average use of group resources	group resources well used and encouraged	group resources fully and effectively used

8. How much loyalty and sense of belonging to the group is there?

1	2	3	4	5
members have no group loyalty or sense of belonging	members not close but some friendly relations	about average sense of belonging	some warm sense of belonging	strong sense of belonging among members

LECTURETTE 5: STAGES OF GROUP GROWTH

There are several reasons why familiarity with the different stages of group growth is important. First, because groups go through a fairly established set of stages, this familiarity can aid in understanding what a group is. Second, because certain topic areas are associated with each stage, awareness of the stages can help the leader anticipate potential problems. Third, by anticipating the problems, and keeping in mind the stage of the group, the leader can intervene where it will be most beneficial to the group. Finally, by being aware of the stage of growth, the leader can put many of the difficulties involved in group therapy in their proper perspective.

There are several different models of group growth. We will use a two-stage model, with each stage divided into two substages. Although stages are associated with the development of both task and maintenance behaviors, we will focus on the growth of personal relations.

STAGE I: DEVELOPING

In the Developing Stage, norms and relative positions among the various group members are established. The leader's general goals during this period are to facilitate the development of cohesiveness and to allow the group members to interact without too much direction. Often, considerable conflict will exist among the members. At issue in most of these substages--Acquaintance and Groundwork--we examine in more detail what occurs in the Developing Stage of the group.

Acquaintance

In the beginning of the group, the group members are in the uncomfortable position of being introduced to relative strangers with whom they will share some very personal moments. This is a threatening atmosphere that often brings out some rather predictable behaviors. For instance, people will try to be nice to each other and to avoid expressing hostility. They will try to get to know each other superficially to get an idea of how each fits in the group. Some members may try to put on a show; others will be very open. The group often depends heavily on the leader. Accordingly, the leader may be asked to set the norms, establish the goals, and lead the members through the confusion they feel. They are concerned about why they are in the group, what they are supposed to do, how they are going to do it.

Groundwork

The second phase generally is characterized by conflict. There are several reasons for conflict to emerge. One is simply the intensity of small group interaction; many unresolved problems seem to emerge at this point. Frequently, these include conflicts concerning authority and the tensions encountered when people try to get to know one another on a very personal level. Authority problems place great stress on the leader, often threatening to develop into competitive situations that can have no winner. Many groups break up at this point, because the same conflicts can arise time and time again. The tensions arising among members often center around issues of sharing, and considerable time is required for the members to establish roles with which they feel comfortable.

STAGE II: POTENCY

In the Potency Stage of the group, the authority issues largely have been resolved. The group members no longer rely solely on the leader for direction and they have become aware of their relative positions in the group. The members are aware of the process issues that underlie interactions and generally are capable of identifying these issues without the help of the leader. The different issues involved are examined more closely in the substages, Working and Closing.

Working

Eventually, group members realize that conflict is counterproductive and move to resolve it. The resolution of the conflict period is marked by the development of cohesion among the group members. Because the group has worked through interpersonal conflict, a sense of accomplishment also seems to be involved. And because the group members "feel good" about the group, the most work can be done during this stage. Members can begin sharing ideas and feelings, giving feedback to others, and requesting feedback about themselves. At this point the atmosphere can become open and trusting, with increased risk-taking. Occasionally participants will want to celebrate and to stop working at this point, so the leader must be sensitive to developments that will lead the group away from its task.

Closing

Groups typically do not reach this stage. At closing, group members do not feel as bound to the group as they did, but each is capable of taking risks and giving feedback in a productive manner. In therapy groups, members may start to experiment with new behaviors in the group. Members may offer behavior "prescriptions" or advice and expect it to be well received. During this stage, group members also may experiment with new behaviors outside the group, lessons learned in the group are transferred to the outside world.

In this stage, the group members will decide that continuation of the group is not really necessary. When this occurs, the group may regain some of the attraction and cohesiveness of the third substage, creating the final problem of how to say good-bye. The group that has survived up to this point also will survive the good-byes.

SUMMARY

Each of these stages appears regularly in the growing group. Certain problems, however, will continue to emerge even when the stage that they characterize has passed. In particular, the problems of leadership and of challenges of the leader's authority can occur many times. If the leader understands the differences among the various stages of growth, he/she can respond to the same issue in different ways. During the Groundwork Substage, the leader may not want to make a self-disclosure in response to a demand from one of the members, but may decide to do so during the Working Substage. Knowledge of the stages of a growing group can help the leader promote growth for his/her group.

OVERVIEW UNIT III:
THE ROLE OF THE GROUP FACILITATOR

In this unit, skills and knowledge are presented that help the leader facilitate the growth of the group and the group members. By this time, the trainees should be familiar enough with the issues in group dynamics and with each other to be able to take risks and give and receive feedback, conditions necessary for the exercises to be effective.

The concept of leadership and the issues involved in leadership style are examined. Trainees consider group leadership functions. Through a structured leadership activity and through feedback from other participants, the trainees are encouraged to examine their own and others' leadership qualities. A lecturette is also included on different leadership styles--an important topic for any leader. An exercise on trainer self-disclosure concludes the introduction to leadership and leadership issues.

The first practical issue to be examined is the selection of members for a group. Among the topics discussed are the compatibility of members, the evaluation of behavior problems appropriate to group work, and topics to explore in the screening interview. Exercises are included to illustrate most of these areas.

Following the group composition module is a discussion of leadership in Module 8. In Module 9, a model for interventions and several exercises that deal with identifying the components of different interventions are presented. The trainer should be certain that each trainee has practice in identifying and producing interventions before the group proceeds to Module 10. In Module 10, trainees are given a number of situations commonly encountered in groups and are asked to intervene as if they were the leader. A number of incidents can be presented on videotape* or acted out by trainees and an equal number are to be imagined. Trainees also role play incidents of their own creation. The large number of practice situations reflect the conviction that interventions made in these imaginary situations should be of great help when a real group incident is encountered.

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*The videotape is not included in this package. It can be specially ordered from the Office of Applied Psychological Services, Department of Psychology, University of Illinois at Chicago Circle, P.O. Box 4348, Chicago, Il. 60680, or the transcript can be used in one of two ways: the trainer can read the incident or (and this one is preferred) some trainees can role play the incidents, taking turns so that all will have a chance to practice intervening.

MODULE 7: SELECTING MEMBERS FOR A GROUP

GOALS:

1. To introduce the issue of homogeneity and heterogeneity in selecting group members
2. To introduce problems that can be treated best by groups or by one-to-one counseling
3. To provide the trainees with some information about what to find out in interviewing clients for group membership

OBJECTIVES:

1. Each trainee will divide and classify eight hypothetical clients into two homogeneous groups.
2. Each trainee will list at least two conditions in which group counseling is superior to individual counseling.

OVERVIEW MODULE 7: SELECTING MEMBERS FOR A GROUP

In this module, we turn to the initial task of a group leader--selecting members. In Exercise 14, the trainees have a chance to choose imaginary members for a group. During this exercise they may discover that they possess a number of different values and biases that affect their choices. The material also helps to clarify the issue of heterogeneity and homogeneity of group members, because the hypothetical profiles vary in a number of ways.

Exercise 15 can be conducted separately from Exercise 14 or it can be included in processing the latter exercise. The material involves client problems that are suited more to individual counseling than to groups, client problems best suited for groups, and finally client problems treated effectively using either method.

Lecturette 6 focuses on the problem of interviewing prospective group members. Attention is paid also to interviewing the newcomer to an already established group.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
5 minutes Unit III Overview	INTRODUCTION TO UNIT III • Introduce Unit III: The Role of the Group Facilitator, using the unit overview.
5 minutes Overview Module 7 Goals and Objectives	INTRODUCTION TO MODULE 7: SELECTING MEMBERS FOR A GROUP • Introduce Module 7 using the overview and the goals and objectives.
1 hour, 20 minutes Group Composition Instructions Group Composition Candidate Profile Sheet Newsprint Markers Pencil Paper	EXERCISE 14: GROUP COMPOSITION, A SELECTION ACTIVITY • Explain the purpose of the exercise. • Discuss the procedure: *In this exercise, you will select imaginary candidates for two therapy groups. You have ten minutes to study the Group Composition Candidate Profile Sheet in your manual.* *After ten minutes, organize into groups of three to six members. Working with your small group, divide the candidates into two groups. Selection is to be made by concensus. After your group has reached a decision, rejoin the large group.* • Begin the exercise. • After the small groups have reached a consensus, ask them to return to the large group. • Ask trainees to compare the selections made. Focus on what values led trainees to select the candidates for each group, especially when candidates with little in common were selected for the same group. • Ask trainees to compare each member of a group with the others to see differences and similarities. • Introduce the concepts of homogeneity and heterogeneity. • During the discussion, ask trainees to guess how the groups they formed would fare.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	What combinations of members would make groups not likely to work? *What members would make up the most homogeneous group?* *What members would make up a very heterogeneous group?* *Would it be a good idea to have all group members of the same sex? Of the same age?* *NOTE: The eight profiles on the Profile Sheet can be divided into two groups. Stan, Ivan, Charleen, and Karen form the "less healthy" group (notice that the first letters of their names spell SICK) and Will, Ellen, Len, and Lois (WELL) are the "well" group.*
30 minutes Exercise Instructions Newsprint Markers	EXERCISE 15: EVALUATING A CLIENT FOR COUNSELING ● Explain the purpose of the exercise. ● Introduce the exercise by relating the two exercises: *You have just thought about some of the factors to be considered while choosing clients to make an effective group. In making the selections, you may have considered whether or not the person's problem was appropriate for group work. Let's make a list of some of the problems that would not favor group work.* ● Next ask the group to compose a list of problems that would be dealt with effectively in group counseling. ● Then ask them to list problems that can be treated equally well in both group and individual counseling. *Help trainees determine whether the problems they are listing clearly indicate the appropriateness of one form of counseling over another or whether they just suggest that a client may be troublesome in group counseling.* *Avoid labeling too many problems as clear indicators because how clients react to counseling is often difficult to predict.*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	- Use the list of indicators in your instructions to discuss what problems may be best handled by individual counseling, group counseling, or either. *A space has been left in the trainees' manuals for notes on this subject.*
15 minutes	LECTURETTE 6: INTERVIEWING GROUP MEMBERS *The information in Lecturette 6 can be incorporated into a discussion either during the processing of Exercise 15 or after the exercise.* - Discuss the information contained in the lecture notes.
5-10 minutes	SUMMARY OF MODULE 7 - Summarize Module 7 and show how it relates to Module 8.
1 hour	LUNCH

EXERCISE 14: GROUP COMPOSITION
A SELECTION ACTIVITY*

PURPOSE:

1. To introduce the topic of selecting group members
2. To assist facilitators in identifying their biases about group composition
3. To introduce the homogeneity/heterogeneity issue in group composition

SETTING:

This is the first exercise in the section on selecting group members. It is designed to help the trainees identify their values and preferences in the selection of group members. And it is a useful introduction to the basic issue of homogeneity and heterogeneity of therapy group members.

MATERIALS:

- A copy of the Group Composition Candidate Profile Sheet for each candidate
- Newsprint and marker
- Paper and pencil for each trainee

PROCEDURE:

The trainer introduces the exercise by telling the trainees that they will be selecting imaginary candidates for two therapy groups. The trainees have ten minutes to study the Group Composition Candidate Profile Sheet in their manuals. After ten minutes, the trainees organize themselves into groups of three to six members each. Each subgroup is instructed to divide the candidates into two groups. Selection is to be by consensus.

When the subgroups reach a decision (after about fifteen minutes), the trainees rejoin the large group and compare their selection of members for each group.

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*Reprinted from: J. William Pfeiffer and John E. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Training, Volume V. La Jolla, CA: University Associates, 1975. Used with permission.

PROCESSING:

In the discussion following the task, the trainer should focus on two points. First, he/she should ask the trainees to consider what values led them to select the candidates for each group. In particular, trainees should be encouraged to examine the values that led them to choose candidates who have little in common.

Following this discussion, the trainer should lead an examination of the composition of the groups. He/she should focus primarily on the issues of homogeneity and heterogeneity. This can be accomplished by comparing each member of a group with the others and seeing how they are similar and how they differ.

When some of the differences have been discussed, the trainer should introduce the concepts of heterogeneity and homogeneity. Generally, a group should be composed of individuals who deal with the world in as many varied ways as possible, but whose health is much the same. For example, a football player and an actor would probably have quite different personal strategies, so they might be good choices for the same group. On the other hand, if the actor were actively hallucinating and the football player were merely too aggressive, they probably should not be in the same group. (The trainer should note that the issue of heterogeneity and homogeneity of group members is one on which authorities do not agree. Our suggestions would not meet with universal approval. The important objective of this exercise is to make trainees aware of the issue.)

During discussion, the trainees might try to guess how the groups they formed would fare. What combinations of members would make groups not likely to work? What members would make up the most homogeneous group? What members would make up a very heterogeneous group? Would it be a good idea to have all group members of the same sex? Of the same age?

The eight profiles on the Group Composition Candidate Profile Sheet can be divided into two groups. Stan, Ivan, Charleen, and Karen form the "less healthy" group (notice that the first letters of their names spell SICK) and Will, Ellen, Len, and Lois (WELL) are the "well" group.

GROUP COMPOSITION CANDIDATE PROFILE SHEET

STAN

White, male, age twenty-four, plays on the taxi squad for a professional football team and works as a part-time bartender; no religion.

"As far as politics go, I think we need somebody in our country to stop the march of communism."

"I dig sex. Sex is what women think about when I'm around. I never stayed with a woman after she didn't satisfy me any more. There isn't a woman I couldn't satisfy. Don't ask me about homosexual stuff--those dudes really bug me."

"I'm going to make the team one of these days. If I don't make it this season, maybe I'll jump to Canada. I never finished my degree at Southern. I must have gone to seven different schools--those egghead types don't know about real life. So I'll need to make money playing pro ball to open a bar."

Physical Description

Stan is six feet, four inches tall, weighs 244 pounds. He looks like the lineman that he is.

Personal Concern

Stan expresses uneasiness about the way people respond to him. He thinks he is losing his friends. He is bothered about his legal difficulties--six arrests in the past two years for the "minor" offenses of passing bad checks and possession of marijuana. He is not interested in his relationships with women because he sees them only as sexual objects, but he is concerned that his male friends regard him as "an animal" and are not aware of how sensitive he really is. He was in counseling several years ago, but says, "It didn't work out. I'm smarter than most of those guys."

WILL

White, male, age thirty; B.S. and M.S. in biochemistry; employed as director of an experimental lab by a research and development firm; married, no children; wife employed.

"I'm not sure about religion. I don't think about it much. I have never been interested in politics. I play classical guitar and I hunt and fish. I like to be alone."

"My wife has recently been complaining about our marriage. I am not too interested in sex. I may have some homosexual tendencies but I don't see that as a problem--it's a choice I can make. I don't want any kids. My wife complains that we have few friends. I don't think we need more than two or three close friends."

Physical Description

Will is five feet, ten inches tall, weighs about 174 pounds. He has a neatly trimmed beard and moustache, dresses conservatively (somber suit, necktie), and projects a very neat and precise image.

Personal Concern

Will is concerned about his "poor relations with others." He displays irritability in his dealings with women. His wife has complained about her inability to talk with him without incurring his anger. He says that he can dissociate from himself and watch himself behave, but when he "re-enters" himself, he becomes very angry with the people who happen to be around. He would like to learn the reasons behind his anger and some ways to control it. Right now he prefers to be with his superiors in the company, because their position prevents him from getting angry with them.

ELLEN

White, female, age nineteen; liberal arts major at State University; has a B average.

"I've been in a lot of demonstrations for people's rights. I enjoy the excitement and the feeling that I am doing something that matters."

"I easily become sexually excited and often find new and exciting partners. I've been on the pill since I was fifteen, but I don't think there is any evil in making love."

"I want to get a helping job where I can be of use to people in trouble and also have time to write poetry that describes my view of the world. I want to be free to be me and to love."

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Physical Description

Ellen is short, blonde, and somewhat heavy. She wears loose clothing and rarely wears shoes. Her clothing is usually covered with slogan-bearing buttons. Her hair is long and unkempt.

Personal Concern

Friends have reported that Ellen has been excessively frank with them, revealing the most intimate details of her life in an unsolicited way. She tries to elicit the same information from others. She began to display these high-disclosure tendencies six months ago, after an encounter weekend sponsored by a local church. A roommate whom she respects has urged her to get into a group, but Ellen does not think she has a problem.

IVAN

White, male, age twenty-six; married, one child (boy, six months); owns and operates a farm near a large city.

"I believe in the fellowship of the church and the sacred nature of the land. The farm is not doing too well, but as I get it changed over to truck-garden crops, it will do better. My wife cooks and cans a lot, and we are living an old-fashioned life. I think I would like to expand the farm so I can raise beef cattle in addition to the garden crops."

"A year ago, I had a brief affair and I feel pretty guilty about it. It happened only once, with a girl I didn't even know, and it has left me depressed and unhappy. Sometimes I get real suspicious, like someone is going to tell my wife about the affair. It would really break her heart if she knew."

Physical Description

Ivan is over six feet tall and is well-proportioned, He wears short hair and dresses in open-collar shirts and well-laundered jeans.

Personal Concern

Ivan is worried about his daydreaming and sexual fantasies, and he feels that this is interfering with his relationship with his wife. He has become impotent since his affair a year ago. Ivan reports that he was always awkward with women and that his wife was the only woman he had ever dated. Ivan says that he feels he has missed out on a lot by not dating other women, and he is beginning to feel uneasy about his whole life style.

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CHARLEEN

White, female, age twenty-nine; B.A. (philosophy); employed as newsletter editor in a manufacturing company; reports no hobbies or activities.

"I like the changes in the Catholic Church. I only wish I could take part in what is happening, but I seem to be mostly a spectator, not a participant. I tend to be liberal in politics but I'm really apathetic when it comes to action."

"I don't understand my own sex drives. A few years ago I had both lesbian and straight experiences. Now I don't have experiences at all, not even temptations. I have often wanted to try drugs, pot especially, but I don't seem to be able to muster the courage. My highly moral superego tells me it is not worth it."

"There is nothing distinguishing about me. I read a lot, spend a lot of time just thinking--alone. I wish I could teach in a junior college somewhere. I wanted to, but I felt I wouldn't be any good in the classroom."

Physical Description

Charleen is tall and thin. She has short red hair. She dresses neatly but in very bright colors and clashing combinations.

Personal Concern

Charleen complains that she cannot talk well with others. She reports that her mind wanders and that she cannot concentrate. She complains of loneliness and boredom and has no motivation to take an active part in anything. She was hospitalized briefly five years ago due to depression and a halfhearted suicide attempt.

LEN

Black, male, age forty-five; high school social studies teacher; married, no children; member of the Protestant Episcopal Church.

"I still go to church, but it doesn't mean as much to me as it once did. I appreciate what some of the politicians have been trying to do for us, black and white alike, but some of them are opportunists. I try to teach my students to look at the man, as I do."

"I think my relationship with my wife is good. We have a good sexual relationship. She works hard to keep our home looking nice. I don't want her to work. I want to be the man in my house. I hope some day to go back to school to get a principal's credential. I surely don't want to teach in an inner-city school, though."

Physical Description

Len is six feet tall, weighs about 200 pounds. He has a light brown complexion. His hair is closely cropped; he has a thin moustache and wears glasses. He dresses conservatively.

Personal Concern

Len complains that he is lonely. He feels that his refusal to become involved in black political causes has cost him a lot of black friends. Most of his male friends have not married, and he feels that his marriage has also been an alienating force. He does not associate much with his colleagues because he is fearful that they see him only as a "token" black. He feels that his wife may be becoming bored with him, and he wants to learn how to cultivate relationships. Len says he is convinced that his "black experience" is as valid as those of blacks with a ghetto background. He reports that he feels "pretty satisfied--maybe too much so."

KAREN

White, female, age twenty-three; works part time as a clerk in an adult bookstore near a college campus; takes classes occasionally.

"So I was born a Jew, but I could care less. My parents think I'm dirt, but I think they are part of the establishment that is wrecking this country, so we don't see each other much. They are all for me as long as I am a good, husband-hunting little cutie, but when I want to go my own way, they jump all over me."

I dig sex a lot. I make it with my man and with lots of other guys too. So what? I've been using drugs for quite a while. Maybe if we all tripped together we could get the establishment going right. I really don't know what to do with my life. I may not live to be thirty-five."

Physical Description

Karen is "ordinary" looking. She dresses with studied slovenliness. She is a bit heavy and big-busted; her hair is relatively unkempt. She rarely smiles. She typically wears tight jeans and loose tops.

Personal Concern

Karen feels that other females resent her. She has no female friends. She reports that she sleeps with her boss and the other clerks, as well as with the man she is living with and his friends. Karen says she wants someone to help her become more persuasive because she feels a "call" to sell the world on tripping to find "perfect peace."

LOIS

White, female, age thirty-seven; married (to a stockbroker), two children; unemployed; graduate degree in social work.

"I enjoyed working after graduation, but I began to worry about some of the parts of town I was working in and I couldn't handle some of the remarks--you know what I mean. I met my husband after I had been working one year and I loved him, so I just figured it was time to settle down."

"I am in a lot of activities. I am involved in the Junior League and I also work for a local day-care center. We live in a suburb; I go to most of the council meetings. I am running for Democratic committeewoman this year."

"My husband and I socialize a lot, mostly with people from his work or from the club. Most of them are older than we are but they are all potential customers. And we see our families a lot. They live close by."

Physical Description

Lois is short and chunky. She has thick, long, black hair and looks more like a college freshman than a mother of two. She moves with considerable bounce; her voice is enthusiastic, though sometimes whiny.

Personal Concern

Lois has been complaining of boredom. She has been reading a lot of women's lib literature and has been wondering lately if she was wise to give up her job in social work. She is most concerned about developing relationships with women her own age.

EXERCISE 15: EVALUATING A CLIENT FOR COUNSELING

PURPOSE:

1. To introduce the trainees to problems that indicate a client's potential to benefit more from individual than from group counseling

2. To introduce the trainees to problems more appropriate to group counseling

3. To indicate problems handled equally well by individual and group counseling

SETTING:

Trainees just completed an exercise in which they selected imaginary subjects for a group. The focus of that exercise was in selecting members who would make an effective group. The focus of this exercise is on diagnosing the problems that are and are not appropriate to group counseling as a further aid in selecting members effectively.

MATERIALS:

Newsprint and marker

PROCEDURE:

The trainer introduces the exercise by saying, *You have just thought about some of the factors to be considered while choosing clients to make an effective group. In making the selections, you may have considered whether or not the person's problem was appropriate for group work. Let's make a list of some of the problems that would not favor group work.*

After generating a list of these problems, the group composes a list of problems that would be dealt with effectively in group counseling. Finally, the trainees list the problems that can be treated equally well in both group and individual counseling.

PROCESSING:

As the training group generates a list of problems, the trainer should explore whether they clearly indicate the appropriateness of one form of counseling over another or whether they just suggest that a client may be troublesome in group counseling. The trainer should avoid labeling too many problems as clear indicators because how clients will react to counseling is often difficult to predict. The following is a list of several problems that are relatively clear indicators of whether a client should be in individual or group work.

Individual counseling is usually more effective when the following problems exist:

1. *The client can't communicate.* Clearly, if a client is unable to talk on the same level as other group members, he/she may be ignored or ridiculed and can neither give nor receive feedback with other members. This client needs individual attention.

2. *The client is unaware of his feelings or demonstrates inappropriate emotions.* Many people who are somewhat unaware of their own feelings are very good candidates for groups. But when a client seems emotionless or shows very inappropriate emotions, he/she is probably not a good candidate for a group. With some preparatory individual work, such a client can become suitable for a group.

3. *The client is very immature.* Clients who are very childlike can be extremely disruptive in groups. Their tantrums and failure to participate in the group can frustrate and hinder the growth of other members.

4. *The client is in a serious crisis.* If a client is undergoing a crisis, groups can be supportive. But if the crisis demands immediate resolution and the problem is complex, a group is not the most efficient way to deal with the matter. As stated earlier, groups require time to arrive at a resolution to a problem.

Group counseling is usually more effective when the following problems exist:

1. *The client needs to gain social skills.* There is no more effective place to improve interpersonal skills than in a group where feedback norms and an open and trusting atmosphere have been established. The group situation seems to be suited better than individual therapy for practicing social skills.

2. *The client has problems in common with others in the group.* This is a curative factor in groups that doesn't exist in individual counseling. Finding out that the problems he/she has are not his/hers alone can bring hope to a client.

3. *The client needs to receive feedback.* If a client is unaware of the impact of his/her actions on others, a group setting may provide an environment with feedback about these actions. If the client feels a part of the group, then he/she can learn to receive even negative feedback.

4. *The client needs to set his/her own pace.* The group provides a setting where the individual can sit back when he/she is uncomfortable and join when he/she is ready to profit from a discussion. In individual therapy, there is more pressure on the client to be active. (This pressure is beneficial for some clients; others can benefit from the ability to set their own pace.)

Many problems exist that can be dealt with effectively by either group or individual therapy:

1. *The client does not take responsibility for his/her own behavior.* In both individual and group counseling, clients must take responsibility for their behaviors if they are to change. Mechanisms exist to force individuals to examine their behaviors in groups (peer pressure, confrontation) and in one-to-one counseling (strong counselor pressure, confrontation). If irresponsibility is a severe problem, however, the counselor should be careful about selecting the client for a group, as such a client can hinder seriously the growth of the group.

2. *The client does not understand his/her own behavior.* Both modes of counseling are aimed at making the client aware of patterns in his/her behavior; therefore a client showing little understanding can be placed in either group or individual treatment.

3. *The client has little self-confidence.* Many clients have very little self-confidence. In a group with established norms of acceptance and openness, a client with low self-confidence can receive constructive feedback. In the early stages, however, a group can be rough. A counselor in individual therapy can be more gentle than a group in conflict.

LECTURETTE 6: INTERVIEWING GROUP MEMBERS

To increase the changes to have a successful group, the leader may want to schedule an interview with each candidate for the group. A pregroup interview can provide several valuable functions. First, the interview can help the leader decide whether or not a candidate is appropriate for the group. Second, a pregroup interview can be used to educate potential members about what to expect from the group experience and how to benefit most from it.

In screening potential members for a group, the first part of the interview can be directed at determining the nature of the candidate's problem, using the problem sheet generated in Exercise 15. In general, if the client's problems are largely interpersonal and he/she could benefit from the feedback of other group members, then his/her chances of success in a group can be considered fairly good. This kind of information can be uncovered better in an interview than by reviewing a client's case record.

Often, the leader can make his/her decision during the interview. Occasionally, he/she may want to think about a client's suitability for a group for several days. In either case, the client who is accepted should be prepared for entering the group either later in the first interview or in a second interview. Such preparation has been shown to increase the chances for a successful group.

Preparation of a client for membership in a group should focus on four related areas. First and most important, the leader will want to help the candidate form realistic expectations for the group experience. That is, candidates should be aware that they will experience gratification from some group interactions and discomfort from others. Persistent efforts directed at resolving conflicts, however, probably will lead to benefits.

Second, the prospective client should be told about the behaviors that the leader has found to be especially constructive in resolving conflicts and in discussing issues. These behaviors include self-disclosure, giving interpersonal feedback, and confronting other group members about their behaviors in the group. In general, the leader will want to communicate clearly that the main focus of the group will be on how members interact within the group setting.

The leader also should pay explicit attention to the norms that he/she would like to have operating in the group. If the group is to function well, helpful norms must be established, and helping potential members understand such norms is an effective way to ensure that they develop. Especially important norms include those for good feedback, for risk-taking behaviors, for confidentiality concerning topics discussed during the group, for openness, and for acceptance (See Lecturette 4, pp. 84

for further discussion of these norms).

The final point to be discussed concerns the responsibility for the client's improvement during the group. Many clients begin a group thinking that the leader will "fix" them and make them better. It should be made clear, however, that the responsibility for change and improvement lies with the client and not the leader.

If a candidate is chosen to take a place in an ongoing group, he/she should be prepared for this. Groups may be reluctant to accept a newcomer who will not have been a part of the problems and tension that typically occur in the early stages of a group. The client should be prepared for the possibility that attempts to define his/her role may be met with hostility in the group. Further, the newcomer should be made aware of the norms, the goals, and even the jargon the group has developed. Finally, the group leader may want to schedule a few one-to-one interviews with the newcomer in order to ease his/her entry into the group.

MODULE 8: LEADERSHIP

GOALS:

1. To provide trainees with an introduction to the concept of leadership
2. To help trainees understand the functions of group leadership
3. To give the trainees a chance to give each other personal feedback on the roles they have assumed in the group
4. To distinguish the qualities of good and bad leadership
5. To explore the conditions in groups that favor different styles of leadership
6. To introduce and discuss the values of different leader self-disclosures within a group setting

OBJECTIVES:

1. Each trainee will rate him/herself on his/her effectiveness as a facilitator of personal growth.
2. Each trainee will receive feedback from others on his/her effectiveness as a facilitator of personal growth.
3. Each trainee will write at least one area in which he/she can improve his/her leadership-related behavior.
4. Trainees will produce a list of at least four behaviors associated with good leadership.
5. Trainees will produce a list of at least three behaviors associated with bad leadership.
6. Trainees will rate the helpfulness of a variety of self-disclosures.

OVERVIEW MODULE 8: LEADERSHIP

This module provides a general introduction to the issue of leadership. Because the rest of the workshop is directed toward specific problems that leaders face, the material here provides an overview of the topic and provides group members with specific feedback on their styles of interacting within the group.

Exercise 16 allows trainees to brainstorm the qualities of good and bad leaders. It is included to focus attention on the most important qualities a leader should have and to highlight the faults he/she should avoid.

Exercise 17 exposes the trainees to the concept of self-disclosure and allows them to explore their differences, using the amount of disclosure with which they feel comfortable. Of course, differences also exist among trainers. The short rating form provides a format for the trainer and trainees to discuss the times when self-disclosure can help or hurt the group.

In Exercise 18, the fact that leadership requires the cooperation of both leader and follower is demonstrated through a handmirroring activity. The exercise also may generate some competition between the participants for the leadership position.

Lecturette 7 provides an overview of the different styles of leadership. The emphasis is not on which styles are best, but on which styles are most likely to emerge under different conditions. For instance, the group leader who provides no direction from the beginning of a group is likely to encounter demands for more structure and little or no progress from the members. The trainer should emphasize that a group leader should be flexible. To prepare the trainees for the tensions they will inevitably face as leaders, the trainer should also note that friction and conflict arise under even the best leadership.

Exercise 19 is directed at the issue of personal styles. In the exercise, each member provides every other member with structured feedback on the roles he/she has assumed in the group. Two main purposes for this exist: (1) to give members useful feedback that might help individual growth, and (2) to demonstrate qualities associated with the leadership in the group and so to help trainees identify qualities necessary for good and bad leadership. This feedback exercise can be used in the trainees' own counseling groups.

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TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
5 minutes Module Overview Goals and Objectives	INTRODUCTION TO MODULE 8: LEADERSHIP • Introduce the module using the overview and the goals and objectives.
25 minutes Brainstorming Exercise Instructions Newspring Markers	EXERCISE 16: BRAINSTORMING GOOD AND BAD QUALITIES OF A LEADER • Explain the purpose of the exercise. • Ask trainees to list some of the characteristics of a good leader. Write these on newsprint and discuss them with the group. • Then ask trainees to list some of the qualities of a bad leader. Record and discuss these. • Then discuss the qualities outlined in the processing section of the exercise instructions. *You can prepare the list in advance or discuss them using the lists generated by the group.*
30 minutes Group Leader Self-disclosure Instructions Self-disclosure Scale Pencils	EXERCISE 17: GROUP LEADER SELF-DISCLOSURE • Explain the purpose of the exercise. • Ask trainees to complete the Self-disclosure Scale in their manuals. Allow about five minutes for this. • When all have finished, lead a discussion of the appropriateness of a self-disclosure in different situations. *See the information on processing in the exercise instructions.*
10 minutes Handmirroring Instructions	EXERCISE 18: HANDMIRRORING • Explain the purpose of the exercise. • Divide the group into pairs. • Explain the procedure. *Stand facing your partner about three feet away. Put your hands up in front of you. Each of you*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	should move your hands so that they form a mirror image of your partner's hands. DO NOT talk during the exercise. *While you are explaining the procedure, you may want to demonstrate with another trainer. Do not tell the trainees how to choose a leader--this is a part of the exercise. Allow about three to five minutes for the exercise.* ● Discuss the exercise. Encourage the trainees to talk about how they felt as leader and follower. Focus on the ways that leadership emerged and on whether or not partners exchanged roles. *See the processing information in the exercise instructions.* OPTION: *If time permits, trainees can change partners and do the handmirroring more than once before processing.*
15 minutes Lecturette notes	LECTURETTE 7: LEADERSHIP STYLES *Again, remember that this should be presented more as a discussion than as a lecture.* ● Discuss the information contained in the lecture notes in your manual.
60 minutes What Is My Role? Instructions Behavioral Description Questionnaire Pencils	EXERCISE 19: WHAT IS MY ROLE IN THE GROUP? * ● Explain the purpose of the exercise. ● Ask trainees to fill in the names of the group members on the questionnaire in their manuals. *Large groups can be subdivided for this exercise.* ● Introduce the exercise: *Remember that members of a group fulfill many different roles and that knowing what others see as your strengths and weaknesses can be useful feedback. This exercise is a good chance to give and receive some honest feedback. (Remember that group members may feel threatened about giving such feedback and*

*If this exercise is going well and takes longer than the time allowed, omit Exercise 20.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	may need some reassurance that the feedback is useful and legitimate.) ● Ask trainees to complete the questionnaires, rating all group members, including themselves. ● Then ask the group to consider the behaviors of those members who were most often considered the real leaders of the group (Item 6). ● Encourage trainees to look for discrepancies between the way they see themselves and the way other group members see them. *See the information about processing in the exercise instructions.*
5-10 minutes	SUMMARY OF MODULE 8 ● Summarize the information gathered in Module 8 and explain how it relates to Module 9.

EXERCISE 16: BRAINSTORMING GOOD AND BAD QUALITIES OF A LEADER

PURPOSE:

1. To clarify leadership qualities
2. To identify the characteristics associated with good and bad leadership

SETTING:

This exercise provides a description of specific leadership qualities and gives the group members a chance to step back from the personal involvement of the previous exercise.

MATERIALS:

Newsprint and marker

PROCEDURE:

The trainer introduces the exercise by saying: *Let's try to list some of the characteristics that we might find in a good leader.* After a list has been generated and discussed, the group generates a list of qualities of the bad leader. When both lists have been prepared, the trainer may wish to turn to the qualities addressed in the following section and discuss the value of each of them. This list can be prepared in advance or these points can be drawn out of the lists generated by the group.

PROCESSING:

A Good Group Leader

The following qualities have been selected as important for the good group leader:

1. *Respect for group members:* Because a group requires intense participation on the part of the leader as well as the other members, any tendency of the leader to disparage the group members will interfere with his/her effectiveness. It is essential that the leader show respect for the members of the group. If the leader cannot do this, then he/she cannot expect the members to respect him/her or themselves and the potential of the group cannot be realized.

2. *Patience:* A group's development is complex and slow-moving, two factors that make patience an important quality in a leader. Because the group members develop into a group at a pace consistent with the comfort and trust that they feel, the leader should not rush the development of the group too much. He/she can only foster the elements that contribute to trust and comfort by making appropriate interventions. At best, progress is slow. Further, when the group is blocked by the same conflict again and again, the leader may have to deal with his/her frustration; if expressed, this frustration could hinder group growth. In short, there are many reasons why patience is required in a good leader.

3. *Ability to arouse or to allow some tension:* The group may often become bogged down at a superficial level for some time, setting a poor precedent for future activities. In these situations, the leader may have to raise the tension level to the point where conflicts cannot be hidden. He/she must do this without threatening the members to the point that they will "close up." It can be difficult to engage in behavior that produces tension and harder still to recognize when the best level of tension has been reached.

At other times, the leader must allow tension to exist (such as tension produced by silence) and wait for the group to deal with it. The leader who is always quick to deal with tension him/herself, instead of allowing the group to deal with it, does not promote the most group growth.

4. *Ability to be criticized without getting angry:* Especially in the early stages of a group, the members see the leader as responsible for the group's progress. Members who are frustrated by lack of progress often are critical of or hostile toward the leader and toward authority in general. Therefore, the leader usually will have to deal with criticism, anger, and hostility. The leader must develop constructive ways to handle these feelings. The leader who responds to anger with anger or to hostility with hostility creates a situation in which no one wins and the group loses.

5. *Ability to perceive important issues:* The leader sometimes has to look below the surface at what is happening in the group. For example, when group members are criticizing authority figures at work, the real issue may be dissatisfaction with the leadership in the group. The leader must be sensitive to underlying themes; these may be the most important matters that a group can discuss. An effective leader must be able to recognize these issues and to have some idea about how they should be handled.

A Bad Leader

The following are qualities of a bad leader:

1. *Use of warnings and threats:* When a leader must rely on warnings or threats to provoke action by group members, something is wrong in the group. Threats and warnings prevent an open and trusting atmosphere from developing and indicate that a leader is not aware of the conditions necessary for growth.

2. *Excessively giving advice:* Advice, you may recall, was rated low on our list of curative factors in groups. A leader who persists in giving advice probably is promoting an evaluative atmosphere by prescribing what people "should" do. This is not to say that advice is always inappropriate, but the leader who gives a lot of advice should try to evaluate why he/she is doing so. Often, advice is given because it is rewarding to the advice-giver who thinks that he/she is "solving" another person's problems--not because the advice is helpful.

3. *Urging members to behave a particular way:* When the leader restricts the behaviors of members within the group, he/she is misunderstanding the purpose of a group. Group members are trying to learn how to express and accept feelings that often are expressed in socially "unacceptable" ways. Restricting behaviors (particularly those of conflict) from the group limits the range of topics that can be explored and undermines norms or risk-taking, openness, and acceptance. Of course, there are behaviors (for example, violence) that cannot be tolerated in the group. The leader is responsible for seeing that certain behaviors do not occur. Even so, the more the leader can get the group members to control their own behavior, the better off the group will be.

EXERCISE 17: GROUP LEADER SELF-DISCLOSURE*

PURPOSE:

1. To introduce the concept of self-disclosure
2. To provoke discussion of different self-disclosures that may or may not be appropriate

SETTING:

The trainees have received some feedback on their leadership qualities and have explored some of the different dimensions involved in leadership. In this exercise we examine self-disclosure, another way in which leaders vary.

MATERIALS:

- Self-disclosure Scale
- A pencil for each trainee

PROCEDURE:

The trainer asks trainees to respond to the ten-item Self-disclosure Scale in their manuals. They should have about five minutes to complete the scale. When all have finished, the trainer should lead a discussion of the appropriateness of a self-disclosure in the different situations.

PROCESSING:

Self-disclosure is a sticky topic and one in which there is likely to be a lively discussion as the trainees may disagree about how much self-disclosure is helpful. In processing the statements, the trainer can point out that the differences among the trainees parallel the differences among trainers. Our view is that self-disclosure by the leader should be aimed at moving the group in a positive direction. Self-disclosures that give feedback to the group or otherwise help the group grow can be distinguished from self-disclosures that simply act as tension release for the leader. Self-disclosure by the leader can be used to model behavior for the members to try, to express interest and commitment to the group, and to identify feelings that the group may need to consider. In all of these situations, however, the leader should be careful not to direct attention from the group to him/herself.

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*Reprinted from: John E. Jones and J. William Pfeiffer (Eds.), The 1977 Annual Handbook for Group Facilitators, La Jolla, CA: University Associate, 1977. Used with permission.

Generally the most helpful self-disclosures focus on feelings the leader has about how the group is working (as in items 1 and 4) or about the content of the current group discussion (as in items 7 and 10). More intense leader feelings are less likely to be helpful as they may be perceived as punishing and may inhibit the development of group cohesion (as in items 3, 5, and 8). Leader self-disclosures that relate to personal concerns or history rather than to what is happening in the group generally should be avoided (as in items 2, 6, and 9).

Other trainers who use this program may prefer more or less self-disclosure than is suggested here. It is difficult to say just how much self-disclosure by the leader is ideal, but the discussion can help the trainees to think about self-disclosure and to become aware of their own leadership style with respect to self-disclosure.

SELF-DISCLOSURE SCALE

Indicate how helpful or harmful you think it would be for you to share each statement below within the context of your group sessions. Before each item, write the number on the continuum (1 to 7) that best represents your thoughts about the appropriateness of that self-disclosure. Respond according to your own beliefs rather than to the way you think others might respond. Also, respond as if each disclosure were true for you.

1	2	3	4	5	6	7
Very Helpful	Helpful		Not Helpful or Harmful	Harmful		Very Harmful

Topics I might share with the group:

_____1. Feelings of anxiety or uncertainty about what's happening in the group

_____2. Doubts about my competence in leading groups

_____3. Anger toward a group member

_____4. Feeling happy about the progress that the group or its members are making

_____5. Special feelings of affection toward a specific group member

_____6. Questions about my emotional stability

_____7. The admission that I have conflicts that are similar to those of my group members

_____8. My boredom with the group

_____9. Things in the present or past about which I feel ashamed or guilty

_____10. Difficulty in expressing myself when I get angry.

EXERCISE 18: HANDMIRRORING *

PURPOSE:

1. To present more information on the topic of leadership
2. To illustrate that leadership required cooperation
3. To energize the group

SETTING:

This exercise is designed to illustrate how leadership operates in a very simple situation. Because the exercise is short and enjoyable, it is a good way to introduce a rather difficult topic.

MATERIALS:

None

PROCEDURE:

The trainer divides the group into pairs and asks them to stand facing each other about three feet apart. (Two trainers can demonstrate the exercise.) Both persons are to put their hands in an upright position in front of their bodies. Each person puts his/her hands so that they form a mirror image of the other person's hands. The trainer should not tell the trainees how to choose a leader--this is part of the exercise. There should be no talking allowed. Three to five minutes should be allocated for the handmirroring.

PROCESSING:

Processing should be kept short. The trainer should encourage the trainees to talk about how they felt as leader and follower. The discussion should focus on the ways that leadership emerged and on whether or not partners exchanged roles. It is interesting to note how followers simply can refuse to follow and so become leaders, and vice versa. Any patterns that might have developed and the feelings and observations of different partners should be examined.

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*Schmuck, R.A.; Runkel, P.J.; Satuern, S.L.; Mantell, R.T.; and Derr, C.B. Second Handbook of Organization Development in Schools, Palo Alto: Mayfield Publishing Company, 1977.

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OPTIONS:

1. This exercise also may be used as an energizer or warmup exercise at a point in the leadership unit when the energy in the training group is at a low level.
2. If time permits, trainees can change partners and do the handmirroring more than once before processing.

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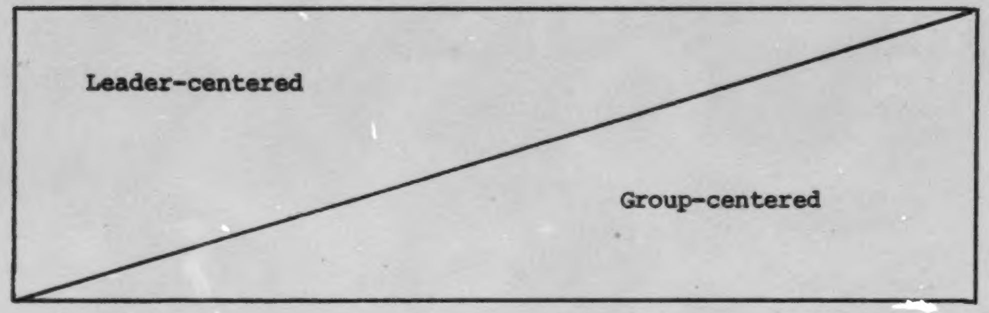
LECTURETTE 7: LEADERSHIP STYLES

We have spoken of leadership as if it were a single phenomenon. In one exercise, we discussed good and bad qualities of a leader. Now we must note that a leader's good qualities can be exemplified in a wide variety of ways, using various leadership styles.

Styles of leadership can vary from autocratic to laissez-faire, from a style in which decisions are made only by the leader to one in which decisions are made only by the group. If we represent these styles graphically, they look something like this (Napier and Gershenfeld, 1973):



Leader decides, announces decision (autocratic)

Leader presents tentative idea, subject to change (democratic)

Group defines boundaries and decides (laissez-faire)

In the extreme leader-oriented (autocratic) style, the leader determines the problems and makes the final decision. He/she is often concerned that the group functions efficiently and accomplishes the tasks set before it. The process of the group, or how the members work together, is of little interest to the autocrat. This leader focuses almost exclusively on content.

In the extreme group-oriented (laissez-faire) approach, the group is allowed to determine the problems and to make the decisions. This leader keeps a very low profile and is content to let the group set its own course. To the laissez-faire leader, the end result is much less important than the question of how the group gets there.

In between the two extremes are any number of combinations of group and leader orientation. Most often, the style of a group leader is somewhere in the middle--such a leader might determine the area on which the group should focus and then will help the group work through the issue.

Although everyone has a style of leading with which he/she is most comfortable, conditions often exist that create pressures to adopt a more leader-centered or group-centered approach. *Factors that generally favor greater leader involvement are the following:*

1. *The urgency of the problem:* When a decision *must* be reached quickly, the leader may need to make the decision. Decisions made by the leader are usually reached more quickly than are decisions made by the group.
2. *Lack of group skills:* When a group has not developed a system for processing issues or is unclear about its goals, the leader is likely to assume a larger role.
3. *Expectations of the leader:* In many groups, members have unrealistic expectations of what the leader can do for them. Sometimes the group will pressure the leader (as the "expert") to make decisions for them.
4. *Leader discomfort:* The novice leader, especially, may feel uncomfortable when he/she perceives that nothing is happening in the group. A common response to this is to try to initiate some activity by taking charge.

Parallel conditions exist that promote greater involvement by the group.

1. *No time pressure:* If a group has no time limits, the leader can afford to sit and wait until the tension level of the group rises and the group initiates its own activity.
2. *Group skills:* When a group is established and the members trust each other and are comfortable in their roles, the leader often can stay in the background and let the group lead itself. But even this mature group may require direction from the leader if it becomes counterproductive.
3. *Group potency:* When the group has developed a cohesiveness, the members often will not rely on the leader, but will look for leadership from within the group.
4. *Leader comfort:* The leader who has been through uncomfortable situations before is likely to be less threatened when they recur. He/she may choose to sit back and allow tensions to build to the point where the group must examine the problem.

The question of appropriate leadership styles arises in every group. Of course, many factors are specific to each group (for example, the composition of the group) and these affect the style of leadership. But many groups also progress through stages where different functions may be required of the leader. For instance, in the early stages of a group, the leader may have to be more directive, setting norms and goals and helping the members get acquainted. The leader must be careful, though, not to establish a precedent where the members rely on him/her to resolve group issues. Then at a later stage, the leader may want to become more nondirective and let the group resolve its problems through procedures established since the group's inception.

No leadership style can be considered foolproof. A directive leader probably will be confronted with aggressive and blocking behavior and challenges to his/her authority. The nondirective leader will encounter demands for more structure by group members. The effective group leader must be aware of the different leadership strategies appropriate to the stage of group growth and to the problems the group is facing. Fnnally, he/she must realize that, even with appropriate leadership, tensions are bound to arise occasionally. Although these tensions can make the leader uncomfortable, they often are helpful in promoting group growth.

EXERCISE 19: WHAT IS MY ROLE IN THE GROUP?*

PURPOSE:

1. To provide the trainees with an opportunity to give and receive feedback about their perceived roles in the group
2. To develop data on the qualities usually associated with leadership
3. To model good group leader behavior

SETTING:

This is the second of three feedback sessions where the trainer is leading a process group. Because the trainees have worked together for several days, they may be more willing to exchange honest critical feedback, although the exercise may still arouse considerable anxiety. This exercise also is designed to elicit information on what qualities usually are associated with leadership.

MATERIALS:

- A copy of the Behavioral Description Questionnaire for each trainee
- Pencils for each trainee

PROCEDURE:

Trainees are asked to fill in the names of the group members. (Large training groups can be subdivided for this exercise.) The trainer can introduce the exercise by talking about the different roles held by members of a group and about the value to potential leaders of seeing themselves as they are seen by others--the usefulness of feedback about one's strengths and weaknesses. The trainer should emphasize that the exercise is a good chance to give and receive some honest feedback. The group members may feel threatened about giving such feedback and may need some reassurance that the feedback is useful and legitimate.

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*Napier and Gershenfeld, op. cit.

Each trainee then should take time to rate every member of the group, including him/herself. After all are finished, each member should receive feedback from the others.

PROCESSING:

The trainer suggests that each member give some feedback to another member. After each member has received some feedback, the trainer should focus on the behaviors of the members who were checked most often on item #6--"Who is the real leader of the group?" The trainer then can ask about the other behaviors that were checked frequently for these people. This will generate data about the characteristics of a leader.

After this discussion, the trainees can be encouraged to look for discrepancies between the way they see themselves and the way other group members see them. These discrepancies may be the result of the training group situation or they may represent inaccurate perceptions by the group or the individual. They also can be considered as suggestions for areas in which the group member may need to work.

As in all the feedback exercises, the group may move away from the structured format. If the focus remains on interpersonal feedback or on how the group is functioning, the movement should not be discouraged.

BEHAVIORAL DESCRIPTION QUESTIONNAIRE*

For each description, place check marks in the columns corresponding to members who have displayed the behavior most often in the group. Be sure to include yourself. Try to check only one or two people for each item.

Members' Names														
1. S/he was an "idea man" in the group, suggesting new ways of handling the group's problems.														
2. S/he was concerned frequently with his/her own ideas and viewpoint.														
3. S/he interrupted others when they were speaking.														
4. S/he listened well to others' contributions.														
5. S/he was an alcof sort of person.														
6. S/he was the real leader of the group.														
7. S/he worked well with others in the group.														
8. S/he kept the group from straying too far from the topic.														
9. S/he was sometimes disruptive to the group.														
10. S/he seemed to be a tense, nervous person.														
11. S/he was willing to take risks giving feedback to others.														
12. S/he attended to the atmosphere in the group and the way the group was working.														

*C.G. Morris and J.R. Hackman, "Behavioral Correlates of Perceived Leadership, "Journal of Personality and Social Psychology, Washington: American Psychological Association, 1969, 13, 350-361.

MODULE 9: INTERVENTIONS

GOALS:

1. To introduce the concept of intervention
2. To provide a model that the trainee can use when choosing what intervention to make
3. To give the trainees practice in making an intervention

OBJECTIVES:

1. Each trainee will identify three process issues that are often the focus of interventions.
2. Each trainee will produce an intervention in response to a simulated group incident.

OVERVIEW MODULE 9: INTERVENTIONS

One of the most important functions of the leader is to intervene in the group when he/she recognizes that a change in focus would help the group grow. Knowing when and how to intervene can be difficult in the complex environment of the group. The remaining sections are concerned with helping the trainee develop that skill.

In Module 9, the general concept of intervention is introduced. The trainees need to understand the material in this module to be able to choose effective interventions for many different situations. Module 10 will provide practice in a variety of specific situations.

Exercise 20 is a fishbowl intended to reacquaint the trainees with some of the process issues of concern in making interventions. In the second half of the exercise, trainees can try intervening in a role play that takes place in the inner group. The interventions will be largely intuitive; the exercise is designed to stimulate interest.

In Lecturette 8, the concept of intervention is discussed within a framework that should help the trainees identify the occasions where an intervention may be needed. Several dimensions on which interventions vary are introduced and some discussion of appropriate timing is provided. Exercise 21 gives each trainee the opportunity to practice interventions and discuss the concepts that have just been introduced.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
10 minutes Module 9 Overview Goals and Objectives	INTRODUCTION TO MODULE 9: INTERVENTIONS ● Introduce the module using the module overview and the goals and objectives.
40 minutes Intervention Fishbowl Instructions Process Observation Sheet Pencils	EXERCISE 20: INTERVENTION FISHBOWL ● Explain the purpose of the exercise. ● Explain that the exercise is in two parts. ● Describe the procedure for Part One: *In the first half of the exercise, volunteers (4-8) are needed to participate in the fishbowl. The rest of you will use the Process Observation Sheets in your manuals while observing the process variables in the group.* ● Ask for volunteers (select about half the number in the total group). ● Assign a task to the volunteers and give them five to ten minutes to work on it. *To ensure that there will be process issues to discuss, you may want to assign self-oriented roles to two or three of the members of the inner group. (See Exercise 11, Role Sheet B.)* ● Lead a short discussion of the process of the group. ● Discuss the procedures for Part Two: *In this second fishbowl, exchange roles: if you were an observer in Part One, you will now be in the fishbowl and if you were in the fishbowl, you will now be an observer. Leave an empty chair in the circle so that an observer can intervene if he/she thinks that the group is not functioning effectively.* ● Assign a new task to the new members of the fishbowl. ● Allow the fishbowl to continue for ten to fifteen minutes.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	• Lead a discussion of the interventions. *See Processing Section of the Instructions.*
10 minutes	END OF DAY THREE • Summarize the group's activities and explain that the topic of interventions will be discussed at greater length tomorrow.
5 minutes	INTRODUCTION TO DAY FOUR • Explain that the topic of intervention will be discussed again. Begin with a discussion based on the material in Lecturette 8.
25 minutes Lecture Notes	LECTURETTE 8: INTERVENTIONS *Remember to discuss this instead of reading the material to the trainees.* • Present a discussion of the material covered in the lecture notes in your manual.
25 minutes A Sample Intervention Instructions	EXERCISE 21: A SAMPLE INTERVENTION • Explain the purpose of the exercise. • Read the following passage to the trainees: *Imagine yourself as the leader in a small group that is in its fifth session. The group has been struggling with problems of intimacy and risk. Several members have expressed dissatisfaction with the the way you've been leading the group.* *Today, the group started with about ten minutes of silence and then some small talk started. You intervened by pointing out the behavior. After a short, awkward silence, Dan turns to you and says: "Damn it, there you go again, stopping us and criticizing us. If we don't talk, we're punished. If we do talk, you stop us and tell us we're saying and doing the wrong things."*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	Then you answer by saying: "I appreciate your taking the risk to tell me how you're feeling. How do others react to Dan's feedback to me?" ● Then ask the trainees to decide how this intervention rates on focus, immediacy, and responsibility. *(Group focus, immediate, and responsibility on group)* ● Note that this intervention lets Dan know that it is OK to speak out, that it solicits additional feedback from the group, and that it supports the norm of openness. ● Explain that this is only one possible intervention that could fulfill the same need. ● Then ask the trainees to write an intervention that has an individual focus and is high on immediacy. *For example: "Dan, I intended to describe what I saw happening in the group, not to punish you. What did I do that strikes you as punishing?"* ● Discuss each intervention. *Processing should center on whether or not the intervention fits the requested dimension. See the processing notes.*
5-10 minutes	SUMMARY OF MODULE 9 ● Summarize Module 9 and explain how it relates to Module 10.

EXERCISE 20: INTERVENTION FISHBOWL

PURPOSE:

1. To introduce the concept of intervention
2. To give the trainees practice in observing behavior that may require an intervention

SETTING:

In Modules 7 and 8, we considered the concept of leadership and the process of group selection. Of course, the most important function of the leader is to facilitate the growth of the group. In this module, the behaviors used by leaders to facilitate growth--interventions--are introduced.

MATERIALS:

Process Observation Sheet (6 items) for each observer

PROCEDURE:

This exercise is in two parts. The first part is designed to make trainees aware of the process variables that often signal the need for an intervention. The second part provides practice in making the interventions.

Part One

In the first half of the exercise, the trainer asks for volunteers to participate in a fishbowl (four to eight participants). Those who remain on the outside use the Process Observation Sheet while observing the process variables. The trainees inside the fishbowl are given a task to work on (for example, they are asked to imagine that they are directors of a clinic just given unlimited funds to remodel the day room) and are given five to ten minutes to discuss how they would spend the money. To ensure that there will be process issues to discuss, the trainer may assign self-oriented roles to two or three members of the inner group (see Exercise 11, Role Sheet B).

After this fishbowl, the trainer leads a short discussion on the process of the group. He/she should focus on whether or not the observers noted any points at which they wanted to intervene to help the inner group function more effectively. The trainer should not let this discussion continue too long.

Part Two

In the second fishbowl, the participants exchange roles. Those in the inner circle work on a new task: they can discuss their feelings about the training program, ways in which it could be improved, its applicability to their own groups, or feelings about fellow trainees. There is one empty chair in the inner circle that observers can use. When an observer sees that the inner group is not functioning effectively, he/she can move to the empty chair to intervene in a way that may help. This fishbowl can continue for ten to fifteen minutes.

PROCESSING:

The trainer can focus the discussion on several issues. The group should evaluate which interventions, if any, did facilitate the functioning of the inner group. There may be differences of opinion among members of the inner and outer circles about this. The group also can consider the interventions that did not work and how members in the inner and outer circles responded to these. Further, members of the inner circle can be asked if they felt the need to intervene and if they felt that the group would accept their interventions. Finally, the group can be asked what process issues they noted before they made the interventions. This discussion should lead into Lecturette 8.

PROCESS OBSERVATION SHEET

(Note any comments about the behavior of the person you are observing on the back of this sheet.)

GOALS

1. To what extent did the members act as if they shared the same goals?

1	2	3	4	5
did not appear to share any goals	a few members had shared goals	average shared goals	goals were shared by most members	excellent sharing, everyone shared goals

ATMOSPHERE

2. What was the overall tone of feeling in the meeting?

1	2	3	4	5
hostile and competitive, signs of anger	defensive and inhibitive, members were afraid to take risks	average cooperation, limited amount of sharing of feeling	above average cooperation, most members appeared fairly relaxed	very cooperative and open, members appeared to value others' contributions

PARTICIPATION

3. What was the level of participation in the group?

1	2	3	4	5
extremely low, most members didn't participate, one person monopolized	low, several members dominated discussion	average participation, most had a little to say	above average, most contributed to the discussion	high, all participated actively in the discussion

TASK

4. How relevant were the contributions to the task?

1	2	3	4	5
low, contributions were off the track and self-serving, topic discussed not what goal indicated	a little, most contributions were off the mark	average, there was a mixture of relevant and irrelevant comments	above average, most comments were relevant	high, almost all comments were relevant to task

TASK VS. MAINTENANCE

5. Were the comments mainly factual (task-oriented) or were they aimed mostly at how the group was functioning (process)?

1	2	3	4	5
all task	mainly task, some process	about equal task and process	mainly process, some task	all process

DECISION-MAKING

6. How were decisions made?

1	2	3	4	5
by one person	by two, one person suggesting and the other supporting	majority, with minority opinion integrated	majority, with minority opinion integrated	consensus, agreement by all

LECTURETTE 8: INTERVENTIONS

INTRODUCTION AND DEFINITION

An intervention is any behavior that is intended to help the group focus its activity along more productive channels. The group may reject the intervention, but the behavior is still an intervention as long as change was intended. From the leader's point of view, an intervention requires three steps: (1) deciding what is happening in the group, (2) deciding what the leader would like to have happen, and (3) doing something to encourage the change.

Perhaps a few examples of interventions will clarify what we mean. One common format for an intervention is: "I hear John saying.... I wonder what the other members think of this?" Using this intervention the leader can focus on a member's statement, try to interpret it for the group, and involve the other members in a discussion of it. Another intervention used frequently is questioning--bringing out a hidden issue and asking members to comment. A final example is the leader self-disclosure, in which he/she reveals some of his/her feelings about a situation in order to change the discussion from content to feelings. This maneuver often effectively averts a conflict between the leader and a member; for example, the group leader may respond to an attack by a member for lack of direction: "I feel uncomfortable when you ask me to tell the group what to do. It sounds like you're not sure where we're going. I think it would be better if the members decided for themselves what direction the group should take."

Interventions occur at critical or "choice" points in group activity. At these points, effective interventions by the leader can have a significant impact on group development. The leader must have a framework for making intervention decisions. In the next section we examine some of the factors that affect these decisions.

WHAT TO OBSERVE

An unlimited number of events in the life of a group can prompt an intervention by the leader. This section is not intended to list the different events, but to indicate process issues that often require some attention.

Several variables noted on the Process Observation Sheet can be signals of the need for an intervention. *Atmosphere* is one important issue. Although some hostility or discomfort can be productive, a hostile atmosphere that exists for a long period can interfere with group growth. An intervention that provokes discussion about this atmosphere can help group members work through reasons for the discomfort.

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Another process variable that can be a key to interventions is the level of participation in group activity. A situation in which several people continue to dominate or withdraw might require intervention by the leader. On the other hand, variations from an established pattern of behavior also might require an intervention.

The leader also should be aware that a discussion about an outside topic may be relevant to the group. For instance, a member might express hostility toward a group leader by talking about his/her boss at work. But the leader should note that persistent small talk can be a way for members to avoid talking about group-related matters.

WHEN TO INTERVENE

Because interventions are a powerful technique, the group leader must know not only what to look for but also when to intervene. A few guidelines can help make the interventions effective and well-timed.

When the leader observes some difficulties in the group's functioning, he/she may want to focus the group members' attention on these difficulties by making a process intervention. Because process-related problems affect every aspect of a group's functioning, attention to such issues is essential and can have multiple effects. Failure to consider ongoing process issues can inhibit group interaction and block the development of open communication.

One of the most difficult tasks of a group leader is to focus the attention of a group on process issues when the members would like to avoid them. Members often avoid these issues by talking about safe topics, by not responding to an intervention, or by trying to change the topic before a discussion of the current issue has been concluded. Consequently, a very important function of the group leader is managerial: to focus the group's attention on a relevant process issue until the leader is satisfied that the group has finished with it. The group leader also should pay attention to whether or not the discussion is becoming unconstructive or repetitive and should be prepared to suggest that the group move on to other topics. Although leader interventions that redirect the group's focus can provoke hostility from group members, attention must be paid to process difficulties before the group can move constructively to other areas. Hence, the leader should intervene when such issues are actively avoided.

Immediate goals the leader has for the group also can guide him/her in deciding when to intervene. Where these goals are not being met, an intervention may be required. For example, if the leader's goal in the early stages is to increase participation and only a few members are talking, interventions designed to bring silent members into the discussion may be appropriate. Setting goals before the group meets can help the leader to choose interventions.

The leader should be prepared for unsuccessful interventions even when he/she thinks they are well-timed and appropriate. The lack of response by the group often will indicate that the group isn't at the stage the leader thinks it is. This can be important information. The leader also should remember that groups are resilient--that an intervention that fails will not stop the group's growth and that the issue, if important, is likely to arise again.

Interventions should not be used too frequently. The leader should recognize that some tension and discomfort are necessary if the group is to grow. A group in which the leader intervenes often may become too dependent and never grow beyond the early stages.

The leader should remember that interventions made by a group member are more potent than those made by the leader. Such interventions involve risk-taking by the member and can promote risk-taking by other members and growth in the group.

The decision by the leader to remain silent during a critical point can be very productive. Silence can raise the tension level of the group and can prompt behaviors that would not occur in a group in which the leader tries to avoid tension. The leader should recognize, however, that remaining silent can be very difficult when group pressure increases.

TYPES OF INTERVENTIONS

The leader who has decided to intervene must choose the intervention that he/she thinks is most likely to accomplish his/her goal. An intervention can be considered in terms of three things: the focus of the intervention, the immediacy of the intervention, and the degree of responsibility for growth put on the group itself.

The Focus of the Intervention

The first dimension is the *focus* of the intervention: whether the leader's response is directed at the whole group, at interpersonal behavior, or at individual behavior. By focusing on these different levels the leader can elicit very different responses. For instance, a group-focused intervention is likely to draw the attention of *all* the members of the group to the question of how the *group* is functioning. There is relatively little pressure on any single group member to respond. On the other end of the spectrum is the intervention focused on the individual. This approach often provokes some defensiveness from the individual and a decrease in group participation. Interpersonally oriented interventions are focused on the relationshop of two or more group members and tend to elicit responses somewhere in between those discussed above.

The kind of focus chosen should reflect both the leader's opinion of what the group can tolerate and his/her immediate goals. For instance, in the early stages of group life, many leaders concentrate on group-oriented issues to help establish norms and develop an atmosphere conducive to growth. Because members often are very defensive at this stage, individual interventions probably should be used infrequently. As the group develops, of course, the goals change and the defensiveness decreases. The leader continually must reevaluate the appropriateness of his/her interventions.

Immediacy

Interventions may vary in other aspects. A second dimension is really a composite of several dimensions: whether the intervention focuses on content or process, whether the intervention deals with the "here-and-now" or with things that have occurred outside of the group or in the past, and whether the intervention is concerned more with facts or feelings. These dimensions are not identical, but they are so similar that we will think of them as one dimension, called *immediacy*.

Generally things are pretty dull when the group focuses on topics from the past (my trip last year, a movie I saw). Emphasizing here-and-now topics will help the group be productive and exciting (what I'm feeling, what just happened in the group, what will we do next). The advantages of focusing on the present are many:

1. The group members don't just talk about problems, they act them out. Members become "entangled" with each other and can work things out as they occur.

2. The learning that takes place is experiential.

3. Members learn to pay attention to what is going on at that moment. They become aware of their feelings as they occur.

4. Process conflicts and issues affect the functioning of the group. Failure to consider these conflicts and issues may block the group's progress and inhibit open interactions. Keeping the focus on immediate material helps the group members work through issues together and increases the cohesiveness of the group in the long run.

The Group's Responsibility

Another important way in which interventions vary is the degree of *responsibility for growth put on the group itself.* If the group leader keeps the focus on him/herself and takes responsibility for the group, the group members will be denied a lot of opportunities for growth. At one end are groups where most of the interactions take place with the leader, like this:

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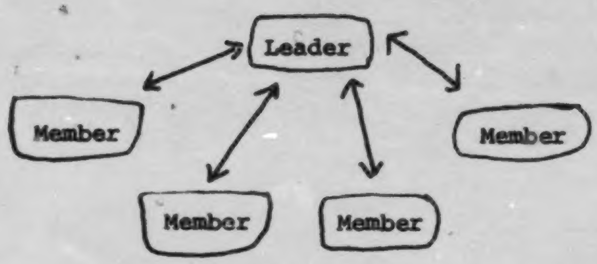
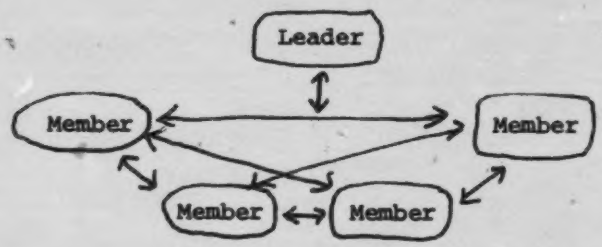


At the other end are groups in which most of the transactions are among group members, the leader intervening when needed:



This format is more exciting for the members and offers a better opportunity for them to learn about themselves and the way they interact with others. It also reduces their dependence on the leader and opens the way for a greater variety of interactions.

Summary

Thus, we have three dimensions on which to look at interventions:

1. Focus:

   Individual - interpersonal - group

2. Immediacy:

Content	Process
There-and-then	Here-and-now
Facts	Feelings

3. Responsibility:

Leader takes responsibility	Group members are responsible for the group
Encourages leader-member interactions	Encourages member-member interactions

These dimensions can be examined frequently during the training. The trainer should encourage the trainees to look at their own interventions in terms of these dimensions throughout the remainder of the training. *(Putting the dimensions on a flipchart or chalk board is a good idea.)*

EXERCISE 21: A SAMPLE INTERVENTION

PURPOSE:

To give trainees practice in using the model to make interventions

SETTING:

This is a straightforward example of a situation that requires an intervention. It is provided to give the trainees practice in using the model before they encounter a live situation. Several sample interventions also are included for the trainer.

MATERIALS:

None

PROCEDURE:

The trainer reads the following passage to the trainees:

> *Imagine yourself as the leader in a small group that is in its fifth session. The group has been struggling with problems of intimacy and risk. Several members have expressed dissatisfaction with the way you've been leading the group.*
>
> *Today the group started with about ten minutes of silence and then began small talk. You intervened by pointing out the behavior. After a short, awkward silence, Dan turns to you and says: "Damn it, there you go again, stopping us and criticizing us. If we don't talk, we're punished. If we do talk, you stop us and tell us that we're saying and doing the wrong things."*
>
> *Then you answer, saying:*
>
>> *"I appreciate your taking the risk to tell me how you're feeling. How do others react to Dan's feedback to me?"*

The trainer can ask the trainees to decide where this intervention falls on focus, immediacy, and responsibility (*group focus, immediate, responsibility on group*). The trainer can note that this intervention lets Dan know that it is OK to speak out, solicits additional feedback from the group, and supports the norm of openness. The trainer should explain that this is only one possible intervention that could fulfill this same need.

Then the trainer asks the trainees to write an intervention with an individual focus that is high on immediacy. For example:

> *"Dan, I intended to describe what I saw happening in the group, not to punish you. What did I do that strikes you as punishing?"*

PROCESSING:

The processing should occur each time the trainees make an intervention. Processing should center on whether or not the intervention fits the requested dimensions. If not, then the focus of that intervention should be determined. The possible consequences of each intervention also may be discussed. All of the trainees should be encouraged to state their intervention so they have a chance for practice before the next exercise.

MODULE 10: PRACTICING INTERVENTIONS

GOALS:

1. To reintroduce a model of the stages of group growth
2. To give the trainees practice in producing interventions and feedback on the interventions they make
3. To expose the trainees to situations they might encounter when leading groups

OBJECTIVES:

1. Each trainee will name the four substages presented in this model of group development and describe at least one behavior typical of each substage.
2. Each trainee will produce at least three interventions that the trainer thinks would facilitate the growth of a group in response to incidents presented during the module.
3. Each trainee will produce an intervention while acting as a temporary group facilitator.

OVERVIEW MODULE 10:
PRACTICING INTERVENTIONS

A general introduction to an intervention model has been presented. This module is designed to give the trainees useful information and practice in making interventions in simulated group settings.

Exercise 22 is designed to provide practice in making interventions in situations similar to those the trainee may encounter when leading a group. The incidents can be presented on videotape* or can be acted out by the trainees. If the tape is used, it stops at critical points during the group's interaction so that the trainees can respond as if they were leading the group on the tape. These incidents cover the Developing Stage of group growth. If transcripts are used, several trainees can act out the roles while others intervene.

In Lecturette 9, the focus again is on the stages of group growth. The model presented here consists of two main stages, each of which is divided into two substages. If trainees understand the model, they can make interventions that are appropriate to the different stages of development.

Exercise 23 is a continuation of the intervention practice into the Potency Stage. In this exercise, the trainees are asked to imagine the group scenes. For this reason, these incidents are presented in somewhat greater detail.

Exercise 24 also involves practicing interventions. These interventions are made during the course of a discussion to simulate the conditions that are met in an actual group. Critical feedback is built into the exercise.

The final exercise in this unit, Exercise 25, provides an opportunity for trainees to practice intervening in a group that is role playing a critical incident.

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*The videotape is not presented in this package. See the exercise instructions for address to order if you wish.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
10 minutes Module 10 Overview Goals and Objectives	INTRODUCTION TO MODULE 10: PRACTICING INTERVENTIONS • Introduce the module using the overview and goals and objectives.
1 hour 50 minutes Intervention Instructions Optional videotape* Group Incident Role Play Transcripts Group Incident Role Play Sheets Paper and Pencils	EXERCISE 22: PRACTICING INTERVENTIONS: DEVELOPING STAGE • Explain the purpose of the exercise. • Note that the same procedure is used for each role played situation: - *the context of the events preceding the situation is described to the trainees.* - *The situation is presented either through role plays or via optional videotape.** - *The trainees are asked to write the intervention that they would make.* - *Each incident is processed before proceeding to the next.* *The transcript of the incidents is included so that you can either read the incidents or (this is preferred) ask several trainees to act them out. Actors should be changed often so that all trainees will have a chance to practice intervening.* *An alternative to this is to have trainees work in subgroups of three to five people. The trainer reads the description of the incident and each subgroup decides on one intervention. This method helps to stimulate interest because they can discuss their interventions with each other.* *Processing should follow each intervention. See the notes in the instructions for options.* • Begin the first role play. *See Role Play Sheet 1.* *Remember that you need not use all the incidents. Tailor the number to the time available. If necessary, some can be carried over to the afternoon.*

*The videotape is not included in this package. See the exercise instructions for address to order it if you wish.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
1 hour	LUNCH
10 minutes Module 10 Lecture Notes	LECTURETTE 9: STAGES OF GROUP GROWTH REVISITED *Finish any role plays that you wish to complete. Then begin the discussion of the stages of group growth.* ● Present a discussion of the material in the lecture notes in your manual.
60 minutes Intervention Instructions Critical Incident Sheets Paper and Pencils	EXERCISE 23: PRACTICING INTERVENTIONS: POTENCY STAGE ● Explain the purpose of the exercise. ● Explain that a similar procedure is used for each role play in this exercise. - *the context of the events preceding the incident is described to the trainees.* - *The trainees are told to relax and close their eyes and to try to imagine the scene that the trainer describes.* - *The trainees are asked to write the intervention, if any, that they would make. (Trainees can also present their interventions orally, but written work does ensure that all participate.)* - *Each incident is processed before proceeding to the next.* *In presenting the incidents, read the context and the incident, allowing the trainees sufficient time to construct the incident mentally.* *An optional approach is to divide the large group into subgroups of three to five people in which the members decide on an intervention as a group. You may want to alternate methods for the various incidents to stimulate interest.* *See the processing notes in the instructions.*

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	• Begin the exercise *Remember that you do not need to use all the incidents. Tailor the number of incidents used to the time available and to the interest level in the group.*
1 hour 30 minutes Exercise Instructions Inclusion, Control, and Affective Norm Sheet Paper and Pencils	EXERCISE 24: PRACTICING FACILITATION SKILLS *Even if you have not completed all the incidents in Exercise 23, you should probably begin Exercise 24, ninety minutes before the end of the day. Additional incidents in Exercise 23 can be completed on the morning of Day Five.* • Explain the purpose of the exercise. • Describe the procedure: *A volunteer will act as "facilitator for the moment" to begin the exercise. The rest of you should form a circle with an empty chair left for me. I will sit outside the group and the "facilitator for the moment" will lead the group in a feedback session using the ICA Norm Sheet. After the temporary facilitator has made a few interventions (after about five or ten minutes), I will move to the empty chair to help you give feedback to the facilitator about his/her interventions.* *After this, I will move outside the circle again and another facilitator will continue the feedback exercise.* • Ask for a volunteer to be facilitator for the moment. • Begin the exercise. Repeat the procedure until the time runs out.
5 to 10 minutes	END OF DAY FOUR • Summarize the day's activities. • Explain the schedule for Day Five.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
10-20 minutes	INTRODUCTION TO DAY FIVE *Finish any critical incidents from Exercise 23 that you think should be role played before going on to Exercise 25.*
2 hours 15 minutes Critical Incidents Role Play Instructions	EXERCISE 25: CRITICAL INCIDENTS ROLE PLAY ● Explain the purpose of the exercise. ● Discuss the procedure. *You will work in subgroups of four to five members each. In the subgroups, spend about 15 minutes creating and rehearsing a critical incident that might occur in a process group. Then each subgroup presents its role play in front of the large group. One member will be designated to lead the group that is role playing and the other members will act as process observers.* ● Begin the exercise. *Repeat the role plays until each trainee has had a chance to lead the group. After each role play, solicit feedback for the group leader. Repeating a role play can be helpful when alternative interventions have been suggested. Be sensitive to any content areas that may be suggested through the role plays, as well as to any process issues that may arise.*
5 minutes	END OF MODULE 10 ● Summarize Module 10.
1 hour	LUNCH
1 hour Posttest	POSTTEST/EVALUATION ● Distribute the posttest. Answer any questions. ● Administer the posttest.

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EXERCISE 22: PRACTICING INTERVENTIONS
DEVELOPING STAGE*

PURPOSE:

1. To give the trainees practice in producing and identifying the focus, immediacy, and placement of responsibility of interventions

2. To expose the trainees to situations that they may encounter in a group

3. To give the trainees confidence in their ability to produce effective interventions

SETTING:

The trainees have been introduced to the intervention model and a model of the stages of group growth. By intervening in this series of role plays, the trainees have an opportunity to integrate the intervention model with the issues important in the beginning of a group. The incidents presented here were selected because they are often encountered in beginning groups.

MATERIALS:

- An optional set of videotape equipment**
- The group incident role play transcripts or optional tape**
- The group incident Role Play Sheets
- Paper and pencil for each trainee

PROCEDURE AND PROCESSING:

A similar procedure is used with each role play in this section. First, the context of the events preceding the role-played situation is described to the trainees. Then the situation is presented either through role plays or via videotape and the trainees are asked to write the intervention that they would make. The transcript is included in both manuals so that the trainer can either read the incidents or (this is preferred) ask several trainees to act them out. Actors should be changed often so that all trainees will have a chance to practice intervening.

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*Reprinted from: Arthur M. Cohen and R. Douglas Smith, The Critical Incident in Growth Groups: A Manual for Group Leaders. La Jolla, CA: University Associates, 1976. Used with permission.

**The videotape is not included with this package. It can be ordered from the Office of Applied Psychological Services, Department of Psychology, University of Illinois at Chicago Circle, P.O. Box 4348, Chicago, Ill. 60680

An alternative to this is that the trainees work in subgroups of three to five people. The trainer reads the description of the incident and each subgroup decides on one intervention. This method of processing the incident helps to stimulate the trainees because they can discuss their interventions with each other. Each incident is processed before proceeding to the next. Processing should focus first on the issues the trainees think are important and then on whether or not an intervention is required. Then the trainees' specific interventions are discussed, with attention to focus, immediacy, responsibility, and the likely outcome of each intervention.

During the discussion of each intervention, several options are available Perhaps the methods could be varied for each discussion--a technique that will help stimulate interest:

1. The trainees can write the interventions they choose. When they have written their interventions, they can share them with the whole group. Having trainees write a few interventions is a good way to ensure that everyone is involved and paying attention to the task.

2. Trainees can share their interventions orally without writing them.

Note: Trainers need not use all the incidents, but should tailor the number of incidents used to the time available and to the interest level in the group.

ROLE PLAY SHEET 1
GOING AROUND

CONTEXT:

This is the first group session. The climate of the group is characterized by awkwardness and anxiety. One group member decides to take the initiative.

INCIDENT:

Why don't we all tell something about ourselves?

Other members pick up on this and say something about who they are and what brought them to the group. It is now your turn and everyone is watching you expectantly.

ISSUES:

The surface issue is simply to get to know one another in the group in order to reduce the tension. At a slightly different level, some of the members may be trying to avoid the tension that accompanies silence. If this is the case, the leader may want to help the group realize some of the underlying reasons for their behavior.

EVALUATION:

In this situation, the leader may choose to remain silent. If he/she remains quiet and appears comfortable, anxiety within the group should increase. The rationale of this approach is to increase the tension until someone feels compelled to break it. On the other hand, an active intervention also can facilitate movement.

SUGGESTED INTERVENTIONS:

1. *I'd like to share some of my thoughts with you. I'm feeling pretty boxed in and uncomfortable.*

This expression of feeling serves several functions. It is a behavior that the leader would like to model for the members. It can promote a discussion of the leader's role. The members may begin to recognize that their dependence on the leader for direction is an issue of importance.

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2. *I hear that you are asking for a couple of things. For one, you'd like some information so you could get to know me. But you seem to be asking for some pretty superficial stuff just so you can avoid a silence and feel each other out.*

In this intervention, the leader is reflecting the double issue that he/she thinks is involved. By looking at both meanings, the leader introduces the kind of exploration with which the group will become familiar.

COMMENT:

The interventions at this stage are neither too intense nor too personal. Intense, personal interventions at this stage tend to produce tension that could "freeze" a group early in its life. Interventions that foster cohesiveness while introducing the process focus will be of great importance to the development of the group.

ROLE PLAY TRANSCRIPT 1
GOING AROUND*

Five members of a new group are sitting around waiting to begin. There is some small talk and someone says:

Person 1: "Does anybody know when we're supposed to start?"

Someone else suggests:

Person 2: "Well, how about if we introduce ourselves to one another. We could go around the circle and tell a little bit about ourselves, maybe."

Person 1: "Okay. Sounds good. Why don't you start."

Person 2: "Uh, well, I'm Rosemary, and I had just gotten a job as a purchasing agent for Woolworths, and uh, this is a big change for me. Um, I'm hoping that this group will help me."

Person 3: "My name is Mrs. Bowman, and my husband is a computer programmer. He just thought that this would be good for me."

Person 4: "My name is Dave."

Person 1: "I'm Barbara. I'm recently divorced and I'm sorta trying to get life together again."

Person 5: "I'm Ray and I'm a psychiatric aide (laugh) and I, I don't know, I'm beginning to feel a little more like my patients than an aide, so I kinda thought that, uh, I could get a little help here, too."

All the group members turn and look at the leader.

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ROLE PLAY SHEET 2
PESSIMISTIC GLOOM *

CONTEXT:

This incident could occur early in a group's life or a little later in its development. As the group has developed, its members have begun to realize that personal commitment and risk-taking may be involved. This realization often is accompanied by fear and defensiveness. This can be seen in superficial discussions, in intellectualizing, and sometimes in pessimism about the group's progress and future.

INCIDENT:

> *I think we have an impossible job. I don't think I'm ever going to trust anyone in this group completely. It just--can't be done.*

After this statement, the other group members nod their heads in agreement. There is a gloomy and hostile silence.

ISSUES:

Again, the issue can be viewed at several levels. Superficially, the statement is a fairly realistic assessment of the present involvement. At a deeper level, it reflects anxiety and ambivalence about whether or not the members feel capable of handling more intimate relations.

EVALUATION:

The leader probably will want to intervene here because the depressed atmosphere is not likely to change. If the leader does remain silent, however, and the group takes the initiative, the members may learn more from the experience than if the leader had intervened earlier. If no resolution occurs after a period of time, the leader still can choose to intervene.

SUGGESTED INTERVENTIONS:

1. *We sound pretty discouraged about trusting one another. Could we talk about some of the things that make sharing difficult?*

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This intervention encourages exploration of a threatening and important topic. This can establish a norm of attending to problems the group is having rather than ignoring them.

2. *How do the rest of you feel about this issue? Do you think it is possible for us to trust each other?*

By throwing the surface issue back to the group, the leader can accomplish two things. First, he/she can break the silence without taking too much responsibility for subsequent discussion. Second, by encouraging discussion of feelings, the leader can help the members take a constructive approach to the anxieties they are feeling. If the group members respond favorably to the intervention, they may begin to express their feelings about entering into trusting relationships with others in the group. Notice that these interventions explicitly throw the responsibility for dealing with this issue back to the group.

ROLE PLAY TRANSCRIPT 2
PESSIMISTIC GLOOM*

Person 1: "The problems just seem still to be going on between my wife and me. I was hoping that we could get some advice, you know, from somebody in the group."

Person 2: "There doesn't seem to be much advice from this group."

Person 3: "You take this too seriously. You're not the only one with problems."

Person 1: "Yea, but look, we've been in this thing for over a month, over a month, and I don't feel like I've gotten anything out of it. I really, you know...everything is just as bad...it is *worse* than it was before."

Person 4: "Yea, ya know, you're right. Um, I used to enjoy coming to this, and now, I feel like I'm wasting my time. We're not doing anything constructive...."

Person 2: "We're all picky. We all pick on each other."

Person 3: "Yes! We noticed. Actually, if I had some excuse not to come--I just wouldn't."

Person 2: "I think the problem is we should start trusting each other."

Person 3: "Trust! Trust! I don't think we could ever learn to trust one another in this group."

Silence follows.

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ROLE PLAY SHEET 3
FALSE START*

CONTEXT:

This incident can occur in either the beginning or middle stages of the group's development. A high level of tension often is apparent in the group. Long periods of silence are broken only by brief statements and intellectualizations.

INCIDENT:

One of the members seems desperate, but gets only an intellectual reaction. Another member wishes for some goals. Restlessness in the group is evident. A long silence prevails.

ISSUES:

In this incident, the silence has particular significance. Because the anxiety is already so high that it inhibits interaction, prolonging the silence is unlikely to be productive.

EVALUATION:

An intervention is needed if the group is to cope with the factors underlying the stalled interaction.

SUGGESTED INTERVENTIONS:

1. *I wonder if the silence and anxiety I feel here are related somehow to the way we handle threatening situations?*

This intervention brings attention to the way the group members have dealt with the discomfort of the situation. In a sense, the leader is pointing to a tendency in the group to hide or deny feelings or ideas that may be difficult to handle. This could lead to a discussion of how feelings are to be expressed within the group.

2. *I feel very uncomfortable. I feel like everyone here is waiting for the leader to take over. I wonder how other people feel.*

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In this intervention the leader models the behavior that he/she would like the group members to exhibit. The leader is trying to force members to think about the issue underlying the silence--their defensiveness. After some discussion, the leader may direct attention to the extreme dependency being shown when the members fail to take responsibility for the situation.

COMMENT:

Silence is an interesting group phenomenon. In many situations, anxiety and silence accompany an awkward situation. If the leader intervenes too early, the group is likely to become dependent. If the leader doesn't intervene, the growing silence tends to raise enough tension to prompt members to speak. Occasionally, as in this example, the tension may be so high that its increase probably would not change matters.

ROLE PLAY TRANSCRIPT 3
FALSE START*

Person 1: "I feel terrible lately--it's like I'm falling apart. I don't know what to do. Things I touch--things I touch--break. It's--I don't know, my life is just falling apart."

Person 2: "Um. Well, look at it this way--life is like a river. Sometimes it is straight and it is pretty easy. But sometimes it goes round a curve and it gets pretty rough. Sometimes it gets dry when it doesn't rain. But, un, you know, eventually it does rain and things straighten out. Maybe you'll feel better."

Person 3: "Well, let's talk about our feelings here. Don't you think you have to talk about feelings in order to get at anything? I mean, we never seem to talk very much about our feelings."

Person 4: "Well, I have something to tell the group. Uh, well, never mind, you wouldn't be interested."

Person 5: "I just wish we had some goals in here. Um, it seems like we spend so much time and we don't do anything. I just wish we had something concrete we could do here when we came together."

Person 2: "I think that when people get together, they don't talk about things. I think people are holding back."

Silence follows.

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ROLE PLAY SHEET 4
LOUD SILENCE*

CONTEXT:

This is another of the silences that frequently occur in the early stages of group life. In this incident, members take "a flight into silence" to avoid facing the anxiety caused by their feelings of uncertainty. Occasional attempts to break the silence are unsuccessful.

INCIDENT:

Why don't we talk about something? I think we need more structure.

The group gradually turns to the leader and one member says, *Well, why don't you do something?*

ISSUES:

At first glance, this request is one way of trying to deal with the problem of silence. But it also represents a confrontation with the leader concerning the issue of authority and it shows a misunderstanding of the members' and the leader's responsibilities.

EVALUATION:

The leader's responsibility is to facilitate growth and not to create comfort or tell the group what to do. Depending on the leader's style and assessment of the situation, he/she can intervene actively or can remain silent.

If the leader remains silent, the group members will not be able to avoid their anxiety. The group can deal with the anxiety directly or the members can continue as they were. In the first case, the group's action is constructive and establishes a good precedent for later problems. In the second instance, if the leader feels secure enough to accept some hostility, he/she can eventually help the members become aware that they can deal with the problem themselves.

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SUGGESTED INTERVENTIONS:

1. *It is pretty uncomfortable in here. None of us knows what to do. I get the feeling that by turning to me you are trying to escape some of the responsibility for the situation. What do you think?*

This intervention brings to the members' attention the real issue involved here. By soliciting responses, the leader can focus on those that he/she thinks might lead the group in productive directions, such as the issues of trust and dependency.

2. *This situation has gotten more and more awkward. I wonder if any of you have thought about something you might have said and what might have happened if you had said it?*

By asking for imagined responses and consequences, the leader may be able to help the group relax. If the members do begin to share their ideas, the leader then can help them consider why they did not do so earlier.

COMMENT:

This incident differs from the preceding one in that it exemplifies an attempt to avoid the responsibility for handling anxiety by confronting the leader. In this incident, the members do not appear *willing* to handle anxiety; in the previous incident they didn't seem *capable* of handling the issue. Note that this emerges when the members try to blame the leader for lack of progress. The leader must be sensitive to these differences if he/she is to intervene appropriately and successfully.

ROLE PLAY TRANSCRIPT 4
LOUD SILENCE*

There's an awkward silence; the group members are fidgeting and shuffling around when someone says:

Person 1: "Well, why don't we talk about something?"

There is more silence.

Person 2: "I think we need a little more structure. I think we need something to talk about."

More silence and shuffling.

Person 3: (To the leader) "Well! Why don't you do something about it?"

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ROLE PLAY SHEET 5
LEADER OR MEMBER?*

CONTEXT:

This type of incident frequently occurs later in the groundwork stage, after several members have discussed personal issues. The issue is whether or not the leader is a member. Questions of membership and norms also are involved.

INCIDENT:

(To leader) We know something about everyone here; how about you?

Maybe the leader isn't supposed to talk.

Yeah, but still he should be able to say something.

ISSUES:

This is a complex situation. The surface issue clearly is whether or not the leader wants to disclose something about him/herself. Although there may be reasons to disclose something, the leader should recognize that he/she is joining the group as a member if he/she does respond. Also at issue is the question of whether or not the norms of membership apply to the leader. Underlying both of these issues is the question of authority, because the group members are seeking to establish equality with the leader by asking for personal information.

EVALUATION:

Because one of the issues here is whether or not the leader is actively involved in the group, the decision to remain silent probably will be seen as a negative answer. For this reason and also because the situation is a complex one that needs to be discussed in the group, an active intervention is recommended.

SUGGESTED INTERVENTIONS:

1. *I'm feeling a little uncomfortable and I'd like to tell you about some of my feelings. I really am tempted to share some things with you, but I think that if I do, I'd be sacrificing something that*

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might help the group in the long run. I'm not sure that joining the group as a member is the best thing for me to do.

This self-disclosure is similar to what the group was requesting. It directs the group's attention to the role of the leader and perhaps to their feelings about the leader.

2. *I think there is more going on than just getting to know something about everyone. I think that if I tell you something about myself here, I'll lose some of my authority in this group. That is what I think is happening here. I think you're all trying to pin me down so that you can compare yourselves with me. I wonder if that serves our long-range goal of growth.*

By focusing on the authority issue--in particular, the members' attempts to define their position in the group vis-a-vis the leader--the leader is focusing on a major issue. If the group is not prepared to accept the interpretation, defensiveness and hostility may result. If the group is prepared, then a serious look at how they see their roles may result.

3. *There seem to be mixed feelings in the group about whether or not I should respond. I wonder if you could tell us what the reasons are for your opinions.*

This intervention reflects the uncertainty and mixed feelings that exist in the group. By asking for comments from different members, the leader throws responsibility back to the group. If sufficient differences of opinion exist, the leader may be able to draw out several issues involved here--self-disclosure, membership, and relation to authority. Notice that this intervention, unlike the first two suggested interventions, does not involve a self-disclosure by the leader.

COMMENT:

This is an issue that concerns many group leaders. It highlights the leader's precarious position--to grow with the group and still maintain some distance from it. Although different leaders choose differing degrees of distance, there is agreement that the leader must beware of becoming "one of the gang." If the leader loses his/her authority, some of the constructive tension that helps the group grow is sacrificed.

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ROLE PLAY TRANSCRIPT 5
LEADER OR MEMBER*

Person 1:	"The group has really helped me get in touch with these things. I feel really good about it."
All:	"Thank you."
Person 1:	"Um, really, It is great!"
Person 2:	"I feel I know something about everyone here. All except the leader."
Person 3:	(To the leader) "What about you? I'd like to know something about you."
Person 2:	(To the leader) "Yeah, I'd like to get to know you better, personally. Like, what kind of things do you like, or what bugs you?"
Person 4:	"Well, maybe the leader's not supposed to talk."
Person 3:	"Maybe. Still! (To the leader) You should be able to say something."

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ROLE PLAY SHEET 6
FLARE-UP*

CONTEXT:

As the members of a group come to know each other, hostilities inevitably develop. Often these hostilities are suppressed until the members are comfortable enough to express hostility. When hostilities begin to emerge, a group frequently responds by becoming silent, apparently frozen by the confrontation.

INCIDENT:

Two members of the group are having an open conflict involving strong emotions.

> *Your husband's henpecked!*
>
> *I don't give a damn about your opinions!*

At this point, the group falls silent while the two members continue to exchange angry looks.

ISSUES:

The most obvious issue involves the hostile feelings existing between two members. At least as important is the seeming helplessness of the group when confronted by the conflict. Because conflict resolution is a goal of a group, the appearance of a seemingly insoluble conflict may be threatening and may stop further exploration of intense feelings.

EVALUATION:

The group seems unable to continue after this outbreak of hostile feelings. Prolonging the silence is not likely to unfreeze the group and may perpetuate the hostile feelings that exist. An intervention is suggested.

SUGGESTED INTERVENTIONS:

1. *I think that we're very uncomfortable with the fight that Dave and Diana just had. How are people in the group feeling now?*

There are two functions performed by this intervention. It helps reduce the high level of tension and it throws the issue back to the group.

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2. *The confrontation that just occurred has been brewing for a while, I think. Feelings finally got so intense that they were expressed very intensely. When they were expressed, we all seem to have withdrawn. And now, here we are. What do we do?*

This intervention is one way of portraying what happened in the group. As such, it may help the members think about what they were feeling when the incident began and why they withdrew.

> *The group is really charged with feelings. Dave and Diana have feelings about each other. Some of the rest of us may be thinking about Dave, others about Diana, others about what happened. Where do we go with all of this? How do we handle it? To start, I'd like to know what Dave and Diana are thinking right now.*

The thrust of this interpersonally focused intervention is to get Dave and Diana to open up about how they presently feel. Not only would discussion help them talk about their feelings, but also it would make it easier for other group members to respond and to express the anxiety they feel.

COMMENTS:

Although the expression of hostility among group members makes others feel uncomfortable, it signifies that the group has matured sufficiently to focus on things other than the leader. This does not mean that authority is no longer an issue--the members may be fighting for status in the group. Whatever the cause of conflict, the group must not become immobilized by the conflict to the point that other feelings are not expressed. If the conflict can be handled constructively, then norms for handling further conflicts can be established.

ROLE PLAY TRANSCRIPT 6
FLARE-UP

Person 1: (female) "I'm just having a terrible time with my husband. I have three children to bring up and he is absolutely no help at all. He stays out nights, and on weekends--he goes out and gets drunk every weekend. It's just hell--just hell."

Person 2: (female) "Well, I'm sorry to hear about that, Dorothy. But hearing about it makes me feel good because my Albert is just a wonderful man. He's always at home on time and he helps around the house and he's..."

Person 3: (Interrupting) "He's henpecked!"

Person 2: "Henpecked? What do you mean he's henpecked?"

Person 3: (With anger) "What do I mean by henpecked! Nagged, nagged, nagged. You probably nag him just like you do everyone in this group."

Person 2: "Nag?"

(For the rest of this scene there is a lot of anger and yelling between Person 2 and Person 3.)

Person 3: "Yes, just look at you! You're angry--you're yelling."

Person 2: "I am not!"

Person 3: "You're angry; of course, you're angry."

Person 2: "Do you always have an opinion about everything?"

Person 3: "I'm up to here with your Albert."

Person 2: "Oooh, I don't give a damn about your opinions and I don't want to hear any more of them."

Silence.

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ROLE PLAY SHEET 7
QUIET MEMBER*

CONTEXT:

In the later phase of the groundwork stage, the discussion turns to the issues of trust, sharing, and the norms for disclosing personal information. During this discussion, one member of the group has remained quiet, apparently fearful of joining in the discussion.

INCIDENT:

Several of the group members are praising the group and the way that taking risks and revealing personal information has helped them. Several members note that Tamar has not participated and ask her to join. Several other members of the group defend her right to remain silent. As the group divides over the issue of whether or not she should participate, Tamar sits quietly.

ISSUE:

The surface issue is whether or not a member should participate in the group. The deeper issues are trust and mutual concern. By not participating, Tamar is undermining the group processes that support trust and intimacy. When the members try to coerce her into talking, they also undermine the norms of trust and acceptance. The leader should respond to the concerns of the individual member (if he/she knows what they are) and should try to help group members understand their responsibilities to each other.

EVALUATION:

The leader's evaluation of the situation is important. If he/she thinks that the discussion is becoming increasingly hostile, he/she may want to intervene. If, on the other hand, the members seem likely to continue discussing how they feel about Tamar's refusal to participate, the leader can remain silent. This might allow the members to explore their own feelings about trust, risk-taking, and intimacy. If the discussion should prove unproductive, the leader still can intervene.

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SUGGESTED INTERVENTION:

1. *Let's take a look at what's going on here. We're talking about trusting others enough to reveal personal feelings, but the way we're talking is communicating just the opposite. I'm wondering if you all are a little hurt by Tamar's quietness and perhaps are angry at her, too.*

This states an important contradiction between the content of the discussion and the process. Further, by discussing the process involved, the discussion focuses on the feelings of the group members who are willing to talk rather than on Tamar.

2. *Some of you say you're not comfortable with Tamar's silence. You don't want to talk if she won't talk. In what ways is that important?*

COMMENTS:

It is interesting to compare this situation with the one that would have existed had Tamar responded. If she had answered, the leader could reinforce Tamar for having the courage to say something rather than remaining quiet. This could lead into a fairly pleasant discussion on trust. Because Tamar remained silent, the leader had to focus on the issues with which he/she could work. If this type of issue develops frequently with the same person, the leader should consider seeing that member individually.

ROLE PLAY TRANSCRIPT 7
QUIET MEMBER*

Person 1: "You know, my family is reacting entirely differently than they used to. I hope it is something I'm doing. Maybe I'm reacting differently because of this group. I think the group has been so helpful. I've changed my way of doing things."

Person 2: "Yes, the group's helped me, too. A lot of things here have helped my life."

Person 3: "I have to agree that things are going a lot better for me, too. I am kind of glad at taking some risks and doing some things I was scared of doing."

Person 1: "It is really nice hearing from everyone. (To Person 4) Why haven't you had something to say to us about yourself?"

(No response from Person 4.)

Person 3: (To Person 4) "Certainly you must have something to say."

Person 4: "I don't really have anything to say."

Person 1: (To Person 4) "You ought to make a real effort. That's what it is all about."

Person 2: (To Person 4) "We all go about things in our own way. Perhaps you're not ready to talk yet."

Person 1: "Well, it makes me feel threatened. We all take risks and express ourselves. I never know what she's thinking about."

Person 5: "That's true, but it is her right. If she doesn't want to talk, she doesn't have to."

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LECTURETTE 9: STAGES OF GROUP GROWTH REVISITED

We have looked at the varying dimensions of interventions and indicated that the leader must continually reevaluate the appropriateness of his/her interventions in relation to the maturity of the group. An insightful intervention is of no use if the group has not developed sufficiently and the members are not ready to respond constructively. This lecturette introduces a model of group growth to help the leader choose appropriate interventions.

Several models of group development that include from two to eight or more stages are described in the literature on groups. Although it is true that groups develop systematically, many of the stages can occur at any time in the life of the group; therefore, the leader must remain flexible when applying a particular model.

In the model presented here, two main stages of group growth--developing and potency--are identified. Each of these main stages is divided into two substages. The developing stage is composed of an initial acquaintance period followed by a groundwork phase. Two substages, working and closing, are associated with the potency stage. In the sections that follow, we will discuss the behaviors that distinguish the different stages.

DEVELOPING

The Developing Stage of group growth includes the Acquaintance and Groundwork Substages. During this stage, members go through the processes of getting acquainted and trying to establish their relative positions in the group. Positioning must be resolved before the group members can take risks, assume responsibility for their actions, and benefit from the group. This stage can be a long and often stormy period beyond which many groups never grow.

Acquaintance

During the acquaintance period, group members generally experience the anxiety associated with finding themselves in a new situation. Two needs tend to emerge in this period: to seek guidlines for future action and to establish at least minimal cohesiveness among members. Consequently, discussions center around establishing goals and norms and around the frustrations involved in starting a difficult task. As these discussions continue, the group members also engage in superficial attempts to "size each other up" and to define their status in the group relative to the other members.

Although pressures are exerted on each member of the group, the leader is under a greater pressure to provide direction to the group. A common response to a lack of direction is to turn to authority, and in a group the presumed authority is the leader. The leader should remember, however, that too much direction can inhibit the members' opportunity to get to know each other and to experiment with new behaviors.

During the acquaintance period, interventions by the leader generally should facilitate the development of cohesiveness. Cohesiveness is important if the group is to reduce substantially the level of tension and to allow normal patterns of behavior to emerge. Interventions that encourage unity are usually focused on the total group.

Groundwork

After superficial acquaintances are made, the members begin to establish their positions in the group. During the groundwork period, the members generally do not feel sufficiently comfortable with one another to express hostility toward each other, and, consequently, vent their frustrations on the leader. By blaming the leader for their discomfort, the group members avoid taking the responsibility for resolving the problem themselves.

This is the most difficult stage of group growth. The central focus is on growth-producing activities: authority, sharing, and responsibility. Groups frequently return to the same conflict again and again, always attempting to manipulate the leader into resolving the issue. If the leader should fall into this trap, the members will never take responsibility for problem-solving that leads to growth-producing activities.

It is difficult to prescribe interventions that apply throughout the Groundwork Stage; the leader continually must reevaluate the group situation throughout this period. He/she must avoid nonproductive arguments with the group members and, at the same time, must lead them to recognize that only they are responsible for resolving group problems. Group-focused interventions are recommended and may move attention back to the members, but they may also be viewed by the group as a "cop-out." Individual and interpersonal interventions may be necessary to discourage inappropriate behavior or to help the members recognize how they are relating to one another. These interventions also may meet with resistance and prove to be ineffective. Choosing an appropriate intervention depends on the judgement of the leader and on his/her perceptions of the issues involved.

POTENCY

Potency is the second major stage. During this stage, group behavior is generally constructive and usually focuses responsibly on problems as they arise. Role positions are fairly stable and interactions less defensive than in the earlier periods. As the Potency Stage progresses from the working to the closing periods, the group may be able to relate external situations to internal group behavior. The individual group members should now begin to realize that the group is no longer necessary to help them cope with their experiences.

Working

The Working Stage begins when the members have established their positions in the group, vis-a-vis both the leader and each other. Interactions generally are characterized by less defensiveness and by helpful interest in one another. Due to their previous experiences with process issues, the group members often can recognize and monitor the process leading to their interactions. Consequently, the Working Stage is typified by increased personal feedback among the members.

Interventions by the leader also tend to be more individually focused. High-immediacy interventions that may have been rejected or resisted in the Developing Stage can work well in the Potency Stage. The leader can be more interpretive without fear that his/her interventions will be rejected inappropriately; however, interpretations that are judged by the members as "off the mark" probably will be identified and rejected. The leader should be aware that a false sense of accomplishment may be present at this point and should be prepared to intervene if this occurs. As a general rule, fewer interventions will allow the participants to learn from their own experiences and will enhance successful group growth.

Closing

In the Closing Stage, group members have identified each other's behavior patterns and are capable of monitoring their own actions without feedback. As a result, group involvement during this stage is limited to specific problems and to external generalizations.

Gradually, the members should realize that the group is no longer essential, that they can cope on their own: the effective life of the group is over. With this realization often comes a sense of loss. Sometimes group members will behave immaturely in response to this sense of loss, attempting to recreate a need for the group.

The leader can facilitate the closing of the group by helping members to recognize that a sense of loss is natural and by encouraging members to consider themselves capable of independence. The leader may want to encourage warm expressions of feeling among the members and to provide a sense of closure on the experience. Some structured exercises that are well-suited for this purpose are presented later.

COMMENT

The need to limit interventions has been emphasized at each stage; although silence in a group can arouse anxiety, the anxiety often facilitates group growth. A leader should encourage group members to become responsible for the progress of the group. Too frequent intervention can deprive the group members of the growth necessary to reach the Closing Stage and to become responsible for their own actions.

EXERCISE 23: PRACTICING INTERVENTIONS*
POTENCY STAGE

PURPOSE:

1. To give the trainees practice in producing and identifying the intensity and focus of interventions
2. To expose the trainees to situations they might encounter in a group
3. To give the trainees confidence in their ability to produce effective interventions

SETTING:

The trainees have practiced producing and identifying interventions in a series of situations similar to those that might occur in the Developing Stage of a group. This exercise affords further practice in intervening, but in situations more likely to occur in the Potency Stage. This exercise requires the trainees to imagine the incidents.

MATERIALS:

- Critical Incident Sheets
- Paper and pencils for each trainee

PROCEDURE AND PROCESSING:

A similar procedure is used with each role play in this section. First, the context of the events preceding the incident is told to the trainees. Then the trainees are told to relax and close their eyes and try to imagine the scene that the trainer describes. In presenting the incidents, the trainer should read the context and the incident, allowing the trainees sufficient time to construct the incident mentally. Then the trainees are asked to write the intervention, if any, that they would make. (Trainees can also present their interventions orally as an alternative approach, but written work does ensure that all participate.) Each incident is processed before proceeding to the next.

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Processing focuses first on the issues the trainees think are important and then on whether or not an intervention is required. Then the trainees' specific interventions are discussed, with attention on the focus, immediacy, placement of responsibility, and the likely outcomes of each intervention.

OPTION:

As an option to this, the group can be divided into subgroups of three to five people in which they decide on an intervention as a group. The trainer may wish to alternate methods for the various incidents to stimulate interest in the activity.

Note: Trainers need not use all the incidents; they should tailor the number of incidents used to the time available and to the interest level in the group.

CRITICAL INCIDENT 1
TWENTY QUESTIONS*

CONTEXT:

After the group has started to work through the hostility and superficial concerns often characteristic of the Groundwork Stage, the members frequently try to find out about one another's personality. The style of this exploration tends to be nonhelpful and probing. There are no specific personality styles or characteristics involved because all group members tend to join in the questioning.

INCIDENT:

Aaron is telling the group about breaking up with his wife Susan:

> *Well, I was really down when she told me to get lost. I mean, we had been married for only a year and here she was telling me she couldn't stand me. I know that things hadn't been going too well and I never felt like I really satisfied her. So, that's what made me depressed at that time.*

The group is very interested and eager to learn more. Several people ask Aaron questions:

> *"Then what did you do?"*
>
> *"Are you getting a divorce?"*
>
> *"What effect did all this have on your job?"*
>
> *"Weren't you making enough money?"*
>
> *"Were the problems--uh, sexual?"*

ISSUES:

Although the exchange may appear helpful or at least well-meaning, the questioning approach tends to be more harmful than helpful for the individual. The questions often center around sensitive issues and rarely result in constructive feedback for the individual.

EVALUATION:

The leader must decide whether or not the group is producing feedback and then must intervene in a way that makes the interaction more helpful while preserving the supportiveness of the group. Silence by the leader is not suggested.

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SUGGESTED INTERVENTIONS:

1. *Let's take a look at what's going on. It seems like we're taking apart other people's problems by asking lots of questions. Although that may show that we are interested, I wonder if there isn't something missing.*

In this intervention, the leader recognizes that the group is expressing concern, but also that the concern isn't being expressed helpfully. This type of intervention should stop the problem behavior and prompt the group members to consider what they have been doing.

2. *Aaron, I wonder if you feel like this is helping you?*

This intervention should relieve the person who presents the problem of the need to answer everyone's question. If he/she answers in the negative, the leader can help the group members consider how they can express concern more helpfully. If the individual does feel that he/she is getting help, the leader can help the group explore how he/she is being helped. The help usually is minimal, which will be evident after some discussion.

COMMENT:

After the group has discussed the issues thoroughly, the leader should direct attention to different ways the group might resolve the issue. If the group can generate a solution, then a precedent will be set for subsequent difficulties.

CRITICAL INCIDENT 2

"MEANWHILE, BACK IN THE REAL WORLD"*

CONTEXT:

Occasionally, during the middle stages of the group, there may be a discussion that focuses on issues important outside the group. This might reflect anxiety over the establishment of workable norms. In this incident, several of the more anxious group members have avoided dealing with interpersonal issues for the last few sessions. This session's discussion has centered on a change in structure at local clinics where the group members work. The state plans to exert more control over these clinics by increasing the regulations and the number of on-site inspections.

INCIDENT:

Allen says:

> *So I think that the state commission is ruining the local clinics by adding all those rules and regulations. We have enough paperwork already.*

Helen argues:

> *We do have too much paperwork. But I think that the organization is so bad, at least in our clinic, that we could use more control.*

Ted agrees with Helen:

> *I also think we need more rules so we can organize things better. I'd like to know just how much we have to take from the clients. And our caseloads are too big.*

A lot of interest is being generated in the group now. Several people are ready to talk when--

Chuck adds:

> *Our caseloads will get twice as big. And with all those inspections, they'll make us do more paperwork, too. And they have no idea what a local clinic needs. I think that the state commission will ruin the clinics, even more than they already have, if they get their way. That's how I feel about the restructuring that's going on.*

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*Reprinted from: Arthur M. Cohen and R. Douglas Smith, The Critical Incident in Growth Groups: A Manual for Group Leaders. La Jolla, CA: University Associates, 1976. Used with permission.

This type of discussion continues and it seems that everyone has something to say about this issue.

ISSUES:

Should the leader let the discussion continue or refocus on more immediate concerns? The leader must decide whether the talk about structure reflects the members' concerns over rules and structure in the group or is merely the response to an emotionally charged question. Whichever is the case, the discussion is not productive for the group.

EVALUATION:

If the leader allows the discussion to continue, it is unlikely that the group will return to more immediate concerns of its own accord. Because the focus has been on outside issues for a period of time, this is probably a good opportunity for the leader to intervene.

SUGGESTED INTERVENTIONS:

1. If the leader believes that the group is absorbed in an interesting discussion of outside matters, he/she might say:

   I have noticed that we have been focusing on outside issues for the past few meetings. I wonder if we are avoiding something by doing this. I wonder if it helps us to know each other or just gives us something to talk about.

In this stagement, the leader attempts to prod the group to examine its behavior. If there is resistance to this intervention, that resistance may be the focus of another intervention.

2. If the content of the discussion reflects concerns that the members have about the group but are hesitant to express directly, the leader might say:

   We seem to be spending a lot of time lately on the issues of rules, structure, and enforcement of rules. I wonder if these ideas express some of the concerns that we currently have about our group. Does anybody believe that we lack direction or rules? What do you think?

COMMENT:

Both interventions are aimed at refocusing the group on more immediate concerns. Even if the group's response to the interventions is poor, the leader can accomplish the change of focus with another intervention focusing on the lack of feedback.

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CRITICAL INCIDENT 3
REVEALING FEELINGS*

CONTEXT:

Another incident that may occur in the group during the middle stages concerns the control of emotions and reactions to anxiety. This usually happens after the members are somewhat acquainted and norms of openness and self-disclosure have been established. Some individuals may disclose themselves more readily and deeply than others. If such disclosure isn't handled appropriately, it may inhibit the group. If handled correctly, it can stimulate other disclosures.

INCIDENT:

Early in the session, there is a brief silence. Barbara begins to speak in a quiet, rather shaky voice:

> *You know, I've always had trouble getting close to people. I want to be close to people but it seems I never quite make it. When I was younger I dated a lot of men and slept with them because I was always on the verge of falling in love with them--but it never really happened; there was never a really close relationship. I've got the same feeling now with the group, that I'm falling in love with you. But I'm afraid it will be like all the other times.*

Barbara stops talking and there is a long, heavy silence in the group.

ISSUES:

This incident involves issues of personal expression, group support, trust, and intimacy. The leader must support Barbara and draw out support for her from the rest of the group. The surface issue revolves around a simple statement of an individual's feelings. The major underlying issue involves the norm of risk-taking.

EVALUATION:

This is a time when the leader's failure to respond might inhibit the growth of the group. An intervention is suggested.

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SUGGESTED INTERVENTIONS:

1. *Barbara is talking about some real personal feelings. I share these feelings, but at the same time I feel uneasy talking about them. I wonder how other people feel.*

In this intervention, the leader acknowledges sharing some of Barbara's feelings while also recognizing the riskiness of sharing. The leader's disclosure of his/her discomfort should encourage the other members to participate.

2. *I looked around the group while Barbara was talking, and noticed that some of you looked a little uncomfortable. I think that there were probably a lot of mixed emotions. I think what Barbara said was important to her and she opened up a lot. On the other hand, maybe the group is feeling a little pushed, worrying that you may have to share things pretty soon. It seems that both Barbara and the group are on the line.*

In this intervention, the leader points out the position of both Barbara and the group. The intervention should facilitate some discussion. In that discussion, the leader may wish to point out to the group the advantages of risk-taking. He/she may want to explore the anxieties associated with this recognition.

COMMENT:

This is an occasion when the skill of the leader is important. By his/her action, he/she can either foster or hinder growth. The leader's decision is based on how well he/she sees what is happening, and also on an estimate of what action is most likely to accomplish the goals that he/she has in mind. The goal in this case is twofold--to facilitate group support and encourage self-disclosure.

CRITICAL INCIDENT 4
VERBAL BATTLE*

CONTEXT:

In this incident, which usually occurs in the middle stages of a group, one member demonstrates aggressive behavior. In time, this "fighting style" becomes evident to the group and eventually develops into an issue that must be resolved if growth is to occur. Often the resolution is brought on by a confrontation with one of the other members.

INCIDENT:

Charlie has never been very happy with what is happening in the group. Today he hasn't said much but has been fidgeting and moving around a lot. When the group is about to begin a structured exercise, Charlie complains:

> *Do we have to do this exercise? I'm bored with this group and tired of wasting time. I want something better.*

Debbie has heard Charlie's complaining before and she is fed up. This time she lets him have it:

> *Charlie, you've spent the last three weeks complaining and being negative. Whatever anyone talks about is not what you want to hear. You've done nothing in this group but bitch and I am fed up with it.*

The group is surprised at Debbie's reaction and lapses into an awkward silence.

ISSUES:

Charlie has been exhibiting a consistently aggressive style. Issues that emerge when he is confronted center on authority and the rights of the individual versus the rights of the group.

EVALUATION:

The tension level in the group is high and the atmosphere is defensive. A prolonged silence would not be conducive to the risky behavior needed to resolve the conflict. An intervention is suggested.

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SUGGESTED INTERVENTIONS:

1. *Debbie has expressed some strong feelings. How does this affect the group?*

In this intervention the leader breaks the silence and tries to diffuse the responsibility for facing the problem over the entire group. The leader may want to shift the focus to the whole question of constructively handling interpersonal conflict.

2. *Charlie, I suspect the hassle you're having with Debbie is one that you've had before. I wonder if you and Debbie could try to talk about what just happened?*

COMMENT:

If the group can resolve this conflict constructively, it is a great step towards enabling each member to contribute whatever he/she feels. The more that diverse styles can be melded in a group, the more that solutions can be found for any problem that might emerge. This is a good time to establish a precedent.

CRITICAL INCIDENT 5
AMMENDING THE LEADER'S INTERVENTION*

CONTEXT:

This incident usually occurs toward the end of a group, when the issue of authority isn't so strong as it was in the early stages. The climate of the group allows members to share leadership functions without arousing hostility in the others.

INCIDENT:

Helen has been talking about how she can improve her communications with her husband and has decided on some specific exercises to try with him. John, who is sitting next to Helen in the group, says:

> *I think Helen should practice in the group some of the exercises she is going to work on with her husband.*

Bill nods agreement and adds, with a smile:

> *Yeah, and I bet I know what you'd like to help her practice.*

The group laughs nervously and you, the leader, intervene:

> *You know, I wonder if John and Bill are competing for Helen. At this point in the group, it is natural for you to feel some affection for each other, but I wonder if competing for that affection is the best way to handle it.*

No one responds to the intervention for a few seconds. Then Stan comments:

> *I think John felt hurt by what Bill said to him. No one picked up on that, and I wonder why.*

ISSUES:

On the surface this incident represents a member's attempt to facilitate group interaction. At a deeper level is the issue of a member assuming authority without provoking resentment from other members. This is a sign of constructive growth in the group.

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EVALUATION:

The leader should leave some room for John and Bill and the other members to respond. He/she may want to remain quiet until the entire issue is discussed. After a time, however, the leader should make some comment on the value of the member's intervention.

SUGGESTED INTERVENTIONS:

1. If the members don't respond to the intervention, the leader may want to encourage some response:

   You know, that makes a lot of sense to me. I think my comments were off target and that what Stan said is a lot closer to the important part of what just happened. So, I'd like to encourage the group to comment.

This intervention should both reinforce the kind of behavior Stan engaged in and promote response from the group. If the observation is accurate, the response of the group should be rewarding.

2. If the members do respond to Stan's intervention, the leader can wait and then comment:

   I would just like to say that I think that what has just happened is really significant. I was off-base with what I said and Stan corrected me and added to what I said. When he did, no one seemed to resent his assuming leadership. Earlier, there would have been a lot of resistance. This time, I think that John and all of the rest of us were ready to profit.

The purpose of this intervention is to highlight the importance of the event and to reinforce Stan and the group for the amount of growth they have made.

COMMENT:

This incident illustrates one of the signs of group growth. When the group can be selective about the leader's intervention and can respond to a member's intervention, it demonstrates maturity. In order for this to happen, the leader must be flexible enough to surrender authority when it is appropriate.

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CRITICAL INCIDENT 6
SEXUAL FEELINGS*

CONTENT:

The last stages of the group are marked by increased trust, cohesiveness, and intimacy. Members feel free to express intensely personal feelings toward each other that they would not express in a less trusting situation.

INCIDENT:

The group is getting off to a slow start today. After a short period of silence, Jack takes a deep breath and looks at Susan, who is sitting on the other side of the room.

> *What I'd really like to know,* he says to Susan, *is how you are feeling about me.* Jack looks to the rest of the group and explains: *Last night we ran into each other in a bar. We didn't talk very long but I felt some pretty strong feelings. It was a coincidence to run into each other, but it was more than that--at least for me. I just haven't been able to get it off my mind.*
>
> Susan looks down at the floor and begins hesitantly,
>
> *You know what I did after we met? I went home and fantasized about having sex with you. I guess that says a lot about how I feel.*

ISSUES:

The most obvious issue involved is that of intimacy. Jack and Susan have revealed themselves in an area that we tend to hide from others. It is important to recognize that the expression of sexual feelings can be a way to check on whether or not the trust is shared; it can cause awkwardness. If the group members pick up the discussion and continue to explore their feelings about each other, the leader may want to remain silent until all have participated. At some point, however, the leader probably will want to talk about sexual feelings as they are symbolic of increasing intimacy.

SUGGESTED INTERVENTIONS:

1. If the group falls silent after Jack and Susan's exchange:

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Jack and Susan are saying some pretty intimate things to each other. I notice that something is holding the rest of you back. I wonder if others share some of the same feelings and fantasies toward each other but are afraid to talk about them. Maybe sexual feelings are something that we have stayed away from and should consider.

The intention of this intervention is to legitimize discussion of sexual feelings. They are much more dangerous if left unspoken in the group, particularly if the group is intimate enough to discuss such feelings nondefensively.

2. If the members respond warmly to Jack and Susan's initial exchange or to the first intervention:

   One of the hardest things you can do is to get close to someone. Jack and Susan have just now shared some very intimate feelings. We were able to pick up on these and then share similar feelings with each other. I feel good about this.

This intervention highlights the risk and growth involved in sharing intimate feelings with each other. By rewarding the members for this kind of behavior, the leader increases the chances that it will recur.

COMMENT:

In this situation, the statement of sexual feelings revealed a constellation of personal feelings that members felt for each other. Although the attempts at intimacy should be rewarded, sexual relationships can damage a group. Members who are sexually involved with one another are likely to be defensive and may not contribute as fully as they should. Some appropriate limits concerning sexual involvement should be clearly set.

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CRITICAL INCIDENT 7
HAVING AN IMPACT ON THE REAL WORLD*

CONTEXT:

This incident occurs in the final few sessions of a group. The members have been discussing the application of what they have done in the group to the real world. One group member, who has been generally quiet and passive when faced with conflict, enters the discussion.

INCIDENT:

Fred has been listening attentively to the other members discuss some of the problems they have faced. As usual, he has not joined in the discussion. During a lapse in the conversation, Fred straightens up in his chair and says:

> *I've been thinking about the difficulties that I've been having at my job. I work in a detention house, you know. When I see those kids getting pushed around, I can't stand it. I'm afraid that if I say something, though, the rest of the staff will give me a hard time.*

Jane, who often has been responsive to Fred's problems, asks:

> *What do you usually do when you see the kids getting mistreated?*

After a hesitant silence and some shifting around in his chair, Fred answers:

> *Oh--I don't know. I guess I kind of bottle things up and I usually just kind of withdraw.*

ISSUES:

The two issues operating here are the personal style of the withdrawing member and the question of how group members can apply what they have learned. Both issues can be brought out.

EVALUATION:

The leader may remain silent. The group should be able to deal with the issues involved without leader direction. The process of working out these problems is important for establishing a style for the last sessions. If progress isn't made, the leader may want to intervene.

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SUGGESTED INTERVENTIONS:

1. *Fred, could we explore alternative ways for you to express your feelings on the job?*

This intervention encourages Fred to explore his behaviors rather than avoid that task.

2. *Fred, instead of withdrawing, I wonder if you could adopt a more aggressive approach. We've spoken of the problem before. Why don't you give us a specific situation so that we could role play the way you might deal with it?*

This intervention is directed at one way to resolve "real world problems" within the group. Role playing and other techniques that allow the group to focus on applications are a good way to spend the last sessions of the group.

COMMENT:

Although the members may receive advice from the group, it may have little effect when it is translated into action. An ongoing group can give and receive feedback on attempted solutions to problems. Therefore, problem behaviors should be dealt with regularly. If the member encounters difficulties in applying what he/she has learned, the group can be a place for him/her to work on the problems and possibly to find other solutions.

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EXERCISE 24: PRACTICING FACILITATION SKILLS

PURPOSE:

1. To provide practice in intervening in small groups
2. To provide an opportunity for feedback on intervention styles
3. To provide a forum for trainees to discuss issues of inclusion, control, and affection in the training group

SETTING:

This exercise follows the intervention practice section where trainees responded to simulated group situations. It should give the trainees a chance to put some of the intervention concepts into practice within an ongoing group discussion. It also should allow some input from the trainees on how they feel about the course to date.

MATERIALS:

- Paper and pencils for each trainee
- Copies of the Inclusion, Control, and Affection Norm Sheet for each trainee

PROCEDURE:

The trainer solicits volunteers from the group of trainees to be "facilitator for the moment." The trainees form a circle with an empty chair for the trainer. The trainer sits outside the group and the "facilitator for the moment" leads the trainees in a feedback session using the ICA Norm Sheet. After the temporary leader has made a few interventions (after about five or ten minutes), the trainer moves to the empty chair and helps the group give feedback to the temporary leader about his/her interventions. Following this feedback, the trainer leaves the circle and another "facilitator for the moment" continues the feedback exercise. This procedure is repeated until time runs out. Trainees should be informed about the procedure for this exercise before they begin.

PROCESSING:

Processing of this exercise occurs whenever the trainer enters the group. Processing should focus on members' reactions to interventions that were made. Group members can be encouraged to suggest alternative interventions.

INCLUSION, CONTROL, AND AFFECTION
(ICA Norm Sheet)

INCLUSION:

How close do you feel to the center of the group?

How close do you think others are to the center of the group? (Who is closer than you? Who is not so close as you?)

How do you feel about your position in the group? About others' positions?

Where would you like to be in the group? What is the ideal position for you?

CONTROL:

If you had to pick one person as the leader of your group, who would it be?

Who is the most active participant in your group?

Who in your group spends the most energy organizing you to get tasks accomplished?

Who in your group focuses most on process: that is, who checks with others, does maintenance work, etc.?

Is there any conflict over who is in charge or control of the group? If so, how is that conflict manifested in your group interaction?

AFFECTION:

What positive feelings do you have toward other group members and toward the group as a whole?

Have you expressed these feelings? In what way? How have you held back feelings you have had?

What has made it easy or difficult for you to express positive feelings in the group?

Have group members expressed positive feelings toward you? In what way? How did you feel? How did you react?

EXERCISE 25: CRITICAL INCIDENTS
ROLE PLAY

PURPOSE:

1. To allow the trainees to practice intervening in an ongoing role-played situation
2. To provide trainees with an opportunity to generate and discuss incidents similar to those encountered in their own groups at home

SETTING:

The trainees already have practiced making written and oral interventions in response to a variety of critical incidents prepared by the trainers. In this role play exercise, trainees can be encouraged to create incidents that are especially relevant to those they have encountered in their own groups. This should be energizing and also should provide an opportunity for trainees to discuss problems that frequently occur.

MATERIALS:

None

PROCEDURE:

The large group is divided into subgroups of four or five members each. Each subgroup spends about fifteen minutes creating and rehearsing a critical incident that might occur in a process group. When the subgroups have prepared their role plays, the entire group reassembles and each subgroup presents its role play. One of the trainees is designated to lead the group that is role playing while the other trainees serve as process observers. This procedure can be repeated until each trainee has a chance to lead a group.

PROCESSING:

After each role play, the trainer should solicit feedback for the trainee who was the group leader. Repeating a role play can be helpful when alternative interventions have been suggested. Further, the role plays may generate content topics worthy of discussion. In processing the exercise, trainers should be sensitive to such issues as well as to the process issues involved.

UNIT IV/MODULE 11
CLOSING

GOALS:

1. To provide the trainees with some closure on their training experience

2. To give feedback to the trainers about the training experience

3. To give feedback to the trainees about how other trainees see them

OBJECTIVES:

1. Each trainee should mention at least one positive and one negative aspect of the training experience.

2. Each trainee should give some feedback to each other trainee.

3. Each trainee should receive some feedback from each other trainee.

OVERVIEW UNIT IV/MODULE 11
CLOSING

This unit is designed to provide the trainees with some closure of their training experience. Because much of the training has been experiential, fairly intense feelings are likely to have developed among the trainees. An opportunity to share these feelings is a satisfying way to provide closure to the training and also can help the trainees realize how much they have experienced together as a group.

Four closing exercises have been provided. We suggest that trainers use Exercise 26 and any of the other three. Using all four exercises could prove tedious.

Exercise 26 is a good opener for the closing phase. It is a relatively structured forum in which the trainees can express their thoughts and feelings about the training. The focus, then, is on content and on the workshop rather than trainees.

In Exercise 27, the focus shifts to the trainees. As they decide who they would choose as the group leader if such a choice were necessary, they should review the various skills and the complexities involved in leading a group. Further, the trainees can use the exercise as a format in which to give each other positive feedback.

Exercise 28, Closing Fantasy, provides a further chance to share feelings. The fantasy format should relax the atmosphere so that the trainees feel comfortable enough to exchange some personal feelings.

Finally, in Exercise 29, each of the trainees has a last chance to give and receive positive feedback. The exercise is structured so that each trainee is the focus of feedback from the whole group. This can be a powerful experience that leaves a lasting impression; it is considered a good way to end the workshop. Both this exercise and closing fantasy can be used when the trainees lead their own groups.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
10 minutes Unit IV Overview Goals and Objectives	INTRODUCTION TO UNIT IV MODULE 11: CLOSING • Introduce the unit and module using the overview and the goals and objectives
30 minutes Completing Sentence Stems Instruction Newsprint with sentence stems written on it	EXERCISE 26: COMPLETING SENTENCE STEMS • Explain the purpose of the exercise, • Describe the procedure: *Let's begin the exercise with some feedback from you about what you think of the course. You can use the sentence stems printed on this newsprint, although, of course, any feedback is welcome.* • Begin the exercise
20 minutes Choosing a Leader Instructions	EXERCISE 27: CHOOSING A LEADER • Explain the purpose of the exercise. • Discuss the procedure: *Think about the skills that have been discussed during this training course. Select the group member whom you would prefer to have as a leader if you were in a group. Think about the qualities or skills that make that person stand out. We will then discuss these qualities and, if you like, you can name the person you selected.* • Begin the exercise. *Remember to insist that specific reasons be given for each choice. You may want to list the different reasons given.*
30 minutes Closing Fantasy Instructions	EXERCISE 28: CLOSING FANTASY • Explain the purpose of the exercise.

TIME/MATERIALS	TRAINER ACTIVITIES OUTLINE
	• Ask the trainees to find a quiet place where they can relax and be comfortable. Then ask them to close their eyes and imagine the scene that you will read. • Read the scene from the exercise instructions. Allow trainees to tell their thoughts and feelings to one another.
30 minutes Last Impression instructions	EXERCISE 29: LAST IMPRESSION • Explain the purpose of the exercise. • Introduce the exercise: *I'd like us to spend some time summarizing the experience we've been through as individuals and as a group. Each of you can have the opportunity to give every other person some positive feedback on the last week's event. That is, tell some of the thoughts, feelings, and memories of the person that you will take with you when you leave. Let's begin, each person giving feedback to the person on my right. After we have gone around the group, we'll turn to the next person and so on.* • Begin the exercise.
	CLOSING *Because the last exercise was probably a very powerful experience, you may want to limit your closing comments.*

EXERCISE 26: COMPLETING SENTENCE STEMS

PURPOSE:

1. To give trainees a chance to express some thoughts and feelings that they have about the training program
2. To give the trainers feedback on the training workshop

SETTING:

This is a good exercise with which to begin the closing phase of the group. It is designed to elicit both feedback on the content of training and some general feelings about the workshop. It is a nonthreatening situation and should stimulate discussion among group members.

MATERIALS:

One piece of newsprint with the sentence stems written on it

PROCEDURE:

The trainer can introduce this exercise by asking the trainees to give him/her some feedback on what they think about the course. He/she can promote discussion by turning to the newsprint and suggesting that they use the sentence stems provided. Any feedback, of course, is welcome.

Some suggested sentence stems are these:

I liked . . .

I didn't like . . .

I plan to use . . .

I would change . . .

PROCESSING:

The trainer need not process this exercise very much because the comments will be straightforward and the trainees should be able to take the initiative at this point.

EXERCISE 27: CHOOSING A LEADER

PURPOSE:

1. To give the trainees an opportunity to reflect on the different skills that they learned during the training sessions
2. To give trainees positive feedback as they complete training

SETTING:

This training has involved a considerable amount of experiential learning that was designed to help trainees develop a feeling of being part of a group. This is the first of several exercises designed to provide the trainees with an opportunity to express feelings that may have developed over the course of the training.

MATERIALS:

None

PROCEDURE:

The trainer can take a few moments to summarize the skills that they have covered in training. Then he/she invites each trainee to think about the training and to select the trainee that he/she would prefer to have as a leader if he/she were to be in a group. Ask the trainees to think about why they would select that person--what qualities or skills make that person stand out. Then, have the group members discuss the reasons that they have noted. If they like, they can name the trainees they selected.

PROCESSING:

In processing this exercise, the trainer does not need to intervene much. Trainees should be open at this point and should be able to express positive feelings. The trainer should insist, however, that specific reasons be given for each choice. He/she may want to list the different reasons given.

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EXERCISE 28: CLOSING FANTASY

PURPOSE:

To provide the trainees with a chance to share their feelings with one another

SETTING:

This exercise also is intended to give the trainees a chance to express some of the feelings that they have developed for one another during the training.

MATERIALS:

None

PROCEDURE:

The trainer asks the trainees to find a quiet place where they can relax and be comfortable. He/she then asks them to close their eyes and imagine the following scene:

> *The training week is over. You have finished the course. All the frustrations, all the anxiety, all of the happiness of the week are finished. Many of the people with whom you shared the week are leaving. You may never see many of them again. You walk out of the building and get into your car. As you start the engine and begin to drive away, you look in the rearview mirror. You see the people with whom you spent the week. They are growing smaller and smaller in the mirror. As you drive away, think about what you wish you had said to different people before you left. After you have thought of the things you wish you had said, open your eyes and begin to tell the people around you some of those thoughts and feelings.*

PROCESSING:

This exercise generally requires very little processing.

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EXERCISE 29: LAST IMPRESSION*

PURPOSE:

1. To give the trainees an opportunity to express feelings before they leave
2. To provide a sense of closure to training

SETTING:

This exercise is a useful way of closing training. Each trainee receives and gives feedback to the others. With the training nearing its end, the feedback usually is quite positive. An exercise such as this can give the trainees a sense of completion and can leave a strong impression.

MATERIALS:

None

PROCEDURE:

The trainer can introduce this exercise in a manner likely to elicit positive feedback:

> *I'd like us to spend some time summarizing the experience we've been through as individuals and as a group. Each of you can have the opportunity to give every other person some positive feedback on the last week's events. That is, give some of the thoughts, feelings, and memories of the person that you will take with you when you leave. Let's begin, each person giving positive feedback to the person on my right. After we have gone around the group, we'll turn to the next person and so on.*

PROCESSING:

The trainer can remain in the background for this exercise. When the group has finished, the trainer may wish to make a closing statement of his/her own. Because this can be a very powerful experience, such closing comments should be kept to a minimum.

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*W. C. Schutz, Joy: Expanding Human Awareness. New York: Grove Press Inc. 1967.

APPENDIX A

SELF-INSTRUCTIONAL EXERCISE
GIVING FEEDBACK

Trainers: If you think the participants need additional work on communication and feedback skills, use the following self-instructional exercise in feedback. If you think the trainees need more than this, use the information in "The Process of Communication," Appendix B, to help them develop these skills. Also included is an exercise on feedback that may prove useful.

OPTIONAL SELF-INSTRUCTIONAL EXERCISE

GIVING FEEDBACK

1. *To complete this exercise, begin to read in the top frame on the first page and move to the top frame on the second page, then on to the third page and so forth. When you come to frame 10 on the top of the last page, return to page 1 and read the middle frame in each page. Then return to frame 21 at the bottom of page 1 and read all the bottom frames.*

In most of the frames you will find a question in the form of fill-in-the-blanks. Sometimes they will be multiple choice, and you will have to choose from two or more answers. Write your answer in each frame and then turn the page to check it and to begin the question in the next frame. All answers will appear to the left of the next frame. As you work, you may look back in the booklet to reread sections you did not understand or to look for answers to questions in this booklet.

Move to top frame, page 2

---

feedback

11. The first rule of describing your feelings is to use statements that contain "I," "me," or "my." Sentences that do not contain these personal words are not descriptions of your feelings. Which of these statements is a description of the speaker's feelings?

a) "I am annoyed by what you said."
b) "You are obnoxious."

Move to middle frame, page 2

I am mad that you are late.

Try to be on time next week.

21. It is tempting to tell your clients what to do or to demand that they behave in a certain way. In the long run, however, it is usually better for the counselor to make suggestions and to let the client decide whether or not to adopt the suggestions. This helps the client learn to be responsible for his/her own life. The counselor can share ideas and information but the final decisions should be made by the ________.

Move to bottom frame, page 2

2. Giving feedback as a counselor means letting the client know how you respond to his/her behavior. If the client is to continue discussing important personal ideas and decisions with you, it is important that you give feedback in a way that is not threatening and does not put the client on the defensive. A client who feels threatened (will/will not) be likely to return and talk openly.

Move to top frame, page 3

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a)

12. Another rule for describing your feelings is to name the specific feeling. Many people are good at expressing their feelings but not at describing the specific feeling. That is, many things people say or do express a feeling without naming the specific feeling. "Shut up!" and "No one cares about me" are statements that express feelings, but the specific feeling is not ______________.

Move to middle frame, page 3

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client

22. Skillful requests are one way for the counselor to share information with the client. Of course, skillful requests do not always work. Sometimes you have to take a hard line and demand that a client change his/her behavior, especially when he/she is violating clinic rules. But skillful requests are a useful tool for the counselor to have. The two parts to a skillful request are (1)______________________________ and (2)______ ______________________________.

Move to bottom frame, page 3

will not	*3.* This booklet discusses some skills that will help the counselor give feedback in a constructive way. One skill that can help a counselor give feedback to a client in a nonthreatening way is to use behavior descriptions. Using behavior descriptions means describing the client's specific, observable behavior. "You missed two appointments last month" (is/is not) a behavior description. *Move to top frame, page 4*
named, described, identified	*13.* There are many ways of expressing feelings, both verbal and nonverbal. You can blush, fidget in the chair, look away, clench your fist, clench your teeth, smile, or frown. A careful observer can see these behaviors but will be unable to tell for certain what they mean. Assumptions about what feelings such behavior expresses are often the start of misunderstandings. These misunderstandings can be avoided if the speaker names and identifies his/her specific feelings. Expressions of feeling are (more/less) difficult to interpret than descriptions of feeling. *Move to middle frame, page 4*
1) stating what the requester feels or experiences. 2) suggesting change.	*23.* What are three skills for giving feedback that we have discussed so far? 1) ________________________. 2) ________________________. 3) ________________________. *Move to bottom frame, page 4*

It is a behavior description because it describes specific, observable behavior.

4. "You are not very responsible" (is/is not) a behavior description.

Move to top frame, page 5

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more

14. Which of these statements is a description of feeling?

a) "I am bored with this workshop."

b) "This is a terrible workshop."

Move to middle frame, page 5

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1) behavior descriptions

2) describe your own feelings

3) skillful requests

24. A fourth skill for giving feedback is to avoid absolute statements. Absolute statements usually include words like "should," "must," "always," "never." Which of these statements is an absolute statement?

a) "You must not marry an older woman."

b) "What are your thoughts about marriage?"

Move to bottom frame, page 5

It is not a behavior description because it does not describe specific, observable behavior.	5. When you say to a person, "You are not very responsible" you are talking about your opinion of the other person's behavior, not about the behavior itself. You are making a judgment about the person's behavior. One of the rules of a good behavior description is that it does not convey a ______________ of the person's behavior. *Move to top frame, page 6*
a) In b), the specific feeling is not named or identified.	15. Statements like, "This is a terrible workshop," express a value judgment. People might argue with your value judgments, but no one can argue with your feelings. "I am bored with this workshop" is a description of feelings and (does/does not) make a valid judgment. *Move to middle frame, page 6*
a)	25. The counselor who uses absolute statements is often pretending that he/she "knows best" and is full of answers. The greatest benefits of counseling, however, come in exploring the problems and looking for answers and solutions. Your willingness to discuss an issue with a client and to keep the issue open can often lead to deeper, more meaningful interaction. Which counselor statement is more likely to lead the client into a discussion of the problem? a) "Maybe it's time to consider changing jobs." b) "You should change jobs as soon as possible." *Move to bottom frame, page 6*

dgment	*6.* In our daily lives we often say things like "that is a lousy idea," "you are a great guy," or "that was a good comment." Are any of these remarks examples of behavior descriptions? Yes or No *Move to top frame, page 7*
does not	*16.* The two rules for describing your own feelings are: 1) ____________________________________ 2) ____________________________________ *Move to middle frame, page 7*
a)	*26.* What are some words that characterize absolute statements? ____________________________________ ____________________________________ ____________________________________ *Move to bottom frame, page 7*

No, all of the comments make a judgment rather than describing what the person did.	*7.* The client should feel free to express his/her thoughts and problems without worrying that the counselor is sitting in judgment. You may want to describe your reactions to a client's behavior, but you should try not to be evaluative. Using behavior descriptions helps the counselor avoid labeling things as good or bad, right or wrong, smart or stupid. Focusing on behavior is especially important when the feedback you are giving is negative. Which of the following statements focuses on behavior and is the least judgmental? a) "You are a disagreeable bastard." b) "You have disagreed with the last three comments I have made." *Move to top frame, page 8*
1) Use "I," "me," or "my." 2) Name the specific feeling.	*17.* Which of these statements are descriptions of feelings? a) "Everyone likes you." b) "I am annoyed by what you said." c) "I think he is crazy." d) "Stop bothering me!" e) "Your remark hurt me." *Move to middle frame, page 8*
should, shouldn't must, always, never, ought to, (and many others)	27. What are the four skills for giving feedback that we discussed? 1)____________________________ 2)____________________________ 3)____________________________ 4)____________________________ *Move to bottom frame, page 8*

b)	*8.* Focusing on describing behavior helps prevent you from making judgments. It also prevents you from exaggerating or generalizing another person's behavior. "You are never on time" (is/is not) a behavior description. *Move to top frame, page 9*
b) and e) In a) there is no "I," "me," or "my," and in c) and d), no feeling is named.	*18.* So far we have presented two skills that are helpful in giving good feedback. What are they? 1)____________________________________ 2)____________________________________ *Move to middle frame, page 9*
1) use behavior descriptions. 2) describe your own feelings. 3) use skillful requests. 4) avoid absolute statements.	*This is the end of the program on giving feedback.*

is not--there is not specific, observable behavior. "You are never on time," is an example of generalizing about another person's behavior. "You have been late to our last three meetings," is a behavior description.

9. Which of the following are true of behavior descriptions?

a) They should be used only when they make people feel better.

b) They describe observable behavior.

c) They help one avoid being judgmental.

d) They help one avoid exaggerating or making generalizations.

Move to top frame, page 10

1) use behavior descriptions.

2) describe your own feelings.

19. We have seen that behavior descriptions and describing your own feelings are useful skills in giving feedback. A third skill is to use skillful requests. A skillful request has two parts: (1) a statement of what the requester is feeling; and (2) a suggestion for change.

Which of the following is a skillful request?

a) "I am mad that you are late. Try to be on time next week."

b) "You're late! Don't ever be late again when you come to see me."

Move to middle frame, page 10

b, c, and d

10. We have seen that using behavior descriptions is useful in giving constructive feedback. A second skill useful in giving constructive feedback is to describe your own feelings. Like behavior descriptions, describing your own feelings is an important skill for giving

______________________________.

Move to middle frame, page 1

a)-b) does not state what the speaker is feeling. b) is also a command, not a suggestion for change.

20. In the skillful request below, circle the part that states what the requester feels and underline the suggestion for change.

"I am mad that you are late. Try to be on time next week."

Move to bottom frame, page 1

APPENDIX B*

THE PROCESS OF COMMUNICATION

INTRODUCTION

This paper discusses three perspectives on the process of interpersonal communication. The first section consists of selections from W. Warner Burke's article, "Interpersonal Communication," in which he notes some of the problems that people have in trying to communicate and also discusses a few ways to improve our capabilities as communicators. The second section describes the two levels inherent in any communication, that of content and that of process, and focuses on three aspects of process skills that trainers can use to encourage open, spontaneous behavior. The third section discusses the concept of "feedback": eight feedback rules that can be used to facilitate interpersonal communication, steps to follow in giving feedback, and some common problems that can hinder effective feedback.

EFFECTIVE COMMUNICATION

Interpersonal Communication--The Sender

> Communication, by definition, involves at least two individuals, the sender and the receiver. Consider yourself, first of all, as the sender of some message. There are certain filters or barriers (internal) which determine whether or not the message is actually transmitted. These barriers may be categorized as follows: (1) Assumptions about yourself--Do I really have something to offer? Do I really want to share the information? Will others really understand? How will the communication affect my self-esteem? (2) Attitudes about the message itself--Is the information valuable? Do I see the information correctly, or understand it well enough to describe it to others? (3) Sensing the receiver's reaction--Do I become aware of whether or not the receiver is actually understanding? Or in other words, can I "sense" from certain cues or reactions by the receiver whether or not we are communicating?

> Now consider yourself as the receiver. As a receiver you may filter or not hear aspects (or any aspect for that matter) of a message. Why? Because the message may seem unimportant or too difficult. Moreover, you may be selective in your attention. For example, you may feel that the sender is being redundant, so you quit listening after the first few words. You may be preoccupied with something else. Or your filtering or lack of attention may be due to your past experience with the sender. You may feel that "this guy has never made a point in his life and never will!"

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*Reprinted from *Training of Trainers*, revised edition; Ann R. Bauman, course developer; Normandie Kamar, editor; National Drug Abuse Center, 1977.

Many times the receiver never makes use of his "third ear." That is, trying to be sensitive to nonverbal communication. The sender's eyes, gestures, and sometimes his overall posture communicate messages that the insensitive listener never receives.

There may be barriers that exist between the sender and the receiver, e.g., cultural differences. Environmental conditions may also cause barriers, e.g., poor acoustics. More common, however, are the differences in frames of reference. For example, there may not be a common understanding of purpose in a certain communication. You may ask me how I'm feeling today. To you the phrase, "How ya doing?" is nothing more than a greeting. However, I may think that you really want to know and I may tell you--possibly at length...

There is a fairly small percentage of people who speak articulately and clearly enough to be understood most of the time. Most of us have to work at it, especially when we are attempting to communicate a message which is fairly abstract or when we want to tell something which is quite personal or highly emotional. In sending the message effectively, we must do two things simultaneously, (1) work at finding the appropriate words and emotion to express what we want to say, and (2) continually look for cues from the listener to get some feedback even if we must ask our listener for some.

The Listener

In considering interpersonal communication, we might, at first thought, think that listening is the easier of the two functions in the process. If we assume, however, that the listener really wants to understand what the speaker is saying, then the process is not all that easy. The basic problem that the listener faces is that he is capable of thinking faster than the speaker can talk. In their *Harvard Business Review* article, Nichols and Stevens state that the average rate of speech for most Americans is about 125 words per minute. Most of our thinking processes involve words, and our brains can handle many more words per minute than 125. As Nichols and Stevens point out, what this means is that, when we listen, our brains receive words at a very slow rate compared with the brain's capabilities...

Thus, a fundamental problem the listener must consider in the communicative process is the fact that his brain is capable of responding to a speaker at several different levels simultaneously. Naturally, this can be an asset to the listener rather than a problem. For example, the listener can attend to nonverbal cues the speaker gives, e.g., facial expression, gesture, or tone of voice, as well as listen to the words themselves.

Besides a highly active brain, an effective listener has another factor to consider in the communicative process. This factor involves the process of trying to perceive what the speaker is saying from his point of view.

The Tendency to Evaluate

According to Carl Rogers, a leading psychotherapist and researcher, the major barrier to effective communication is the tendency to evaluate...to approve or disapprove the statement or opinion of the other person or group. Suppose someone says to you, "I didn't like what the lecturer had to say." Your typical response will be either agreement or disagreement. In other words, your primary reaction is to evaluate the statement from your own point of view, from your own frame of reference.

Although the inclination to make evaluations is common, it is usually heightened in those situations where feelings and emotions are deeply involved. Thus, the stronger our feelings, the more likely it is that there will be no mutual element in the communication. There will be only two ideas, two feelings, two judgments, missing each other in the heat of the psychological battle.

If having a tendency to evaluate is the major barrier to communication, then the logical gateway to communication is to become an active listener, to listen with understanding. Don't let this simple statement fool you. Listening with understanding means to see the expressed idea and attitude from the other person's point of view, to see how it feels to him, to achieve his frame of reference concerning his subject. One word that summarizes this process of listening is "empathy."

In psychotherapy, for example, Carl Rogers and his associates have found from research that empathic understanding--understanding *with* a person *not about him**--is such an effective approach that it can bring about major changes in personality....

Toward More Effective Listening

Some steps the listener can take to improve interpersonal communication have been stated. To summarize and be more explicit, let us consider these steps.

1. Effective listening must be an active process. To make certain that you are understanding what the speaker is saying, you, as the listener, must interact with him. One way to do this is to paraphrase or summarize for the speaker what you think he has said.

2. Attending to nonverbal behavior that the speaker is communicating along with his verbal expression usually helps to understand

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*Editor's italics

the oral message more clearly. Often a facial expression or gesture will "tell" you that the speaker feels more strongly about his subject than his words would communicate.

3. The effective listener does not try to memorize every word or fact the speaker communicates, but rather, he listens for the main thought or idea. Since your brain is such a highly effective processor of information, spending your listening time in more than just hearing the words of the speaker can lead to more effective listening. That is, while listening to the words, you can also be searching for the main idea of the message. Furthermore, you can attempt to find the frame of reference for the speaker's message as well as look at what he is saying from his perspective. This empathetic process also includes your attempting to experience the same feeling about the subject as the speaker.

These three steps toward more effective listening seem fairly simple and obvious. But the fact remains that we don't practice these steps very often. Why don't we?

According to Carl Rogers, it takes courage. If you really understand another person in this way, if you are willing to enter his private world and see the way life appears to him without any attempt to make evaluative judgments, you run the risk of being changed yourself. This risk of being changed is one of the most frightening prospects many of us face.

Moreover, when we need to utilize these steps the most, we are likely to use them the least, that is, when the situation involves a considerable amount of emotion. For example, when we listen to a message that contradicts our most deeply held prejudices, opinions, or convictions, our brain becomes stimulated by many factors other than what the speaker is telling us. When we are arguing with someone, especially about something that is "near and dear" to us, what are we typically doing when the other person is making his point? It's certainly not listening empathetically! We're probably planning a rebuttal to what he is saying, or we're formulating a question which will embarrass the speaker. We may, of course, simply be "tuning him out." How often have you been arguing with someone for 30 minutes or so, and you make what you consider to be a major point, and your "opponent" responds by saying, "But that's what I said 30 minutes ago!"

When emotions are strongest, then, it is most difficult to achieve the frame of reference of the other person or group. Yet it is then that empathy is most needed if communication is to be established. A third party, for example, who is able to lay aside his own feelings and evaluation, can assist greatly by listening with understanding to each person or group and clarifying the views and attitudes each holds.

> When the parties to a dispute realize that they are being understood, that someone sees how the situation seems to them, the statements grow less exaggerated and less defensive, and it is no longer necessary to maintain the attitude, "I am 100% right and you are 100% wrong".

Summary

> Effective communication, at least among human beings, is not a one-way street. It involves an interaction between the speaker and the listener. The responsibility for this interaction is assumed by both parties. You as the speaker can solicit feedback and adjust your message accordingly. As a listener, you can summarize for the speaker what you think he has said and continually practice the empathetic process.
>
> One of the joys of life, at least to me, is to know that I have been heard and understood correctly and to know that someone cares enough to try to understand what I have said. I also get a great deal of satisfaction from seeing this same enjoyment on the face of a speaker when he knows I have understood him (Burke, 1969).

THREE ASPECTS OF PROCESS SKILLS

Within every communication there are two levels: (1) *content*, the topic under discussion, and (2) *process*, feelings about one's self and others during the communication.

> The process level is often more hidden and more subtle than the content level. People generally have great difficulty in communicating feelings (especially) in a group setting...problems...arise between people on the feeling level...and...influence the quality of learning and teaching...(Gorman, 1974).

Gorman concluded that

> ...improvement of teaching is directly related to improvement of communication on both...(the content and the process) levels. Because one level is interrelated with the other, the bypassing or ignoring of the process level creates a more serious impediment to learning than has been realized until recent years.

From the late 50's through the early 70's many books were written and training programs developed that focused on the process aspect of communication and human interaction. As with any novel and exciting concept, this emphasis on process led at times to an overemphasis. "How do you feel about it?" and "What I hear you saying is..." sometimes became overused, hackneyed phrases in the field of human relations.

"What is new...is the focus on process communication *in addition to and combined with* content focus" (Gorman, 1974). In the mid-70's, content and process are equally emphasized as components of effective communication in the teaching process.

In his book *Teachers and Learners: The Interactive Process of Education,* Alfred Gorman (1974) highlights three aspects of process skills in communication:

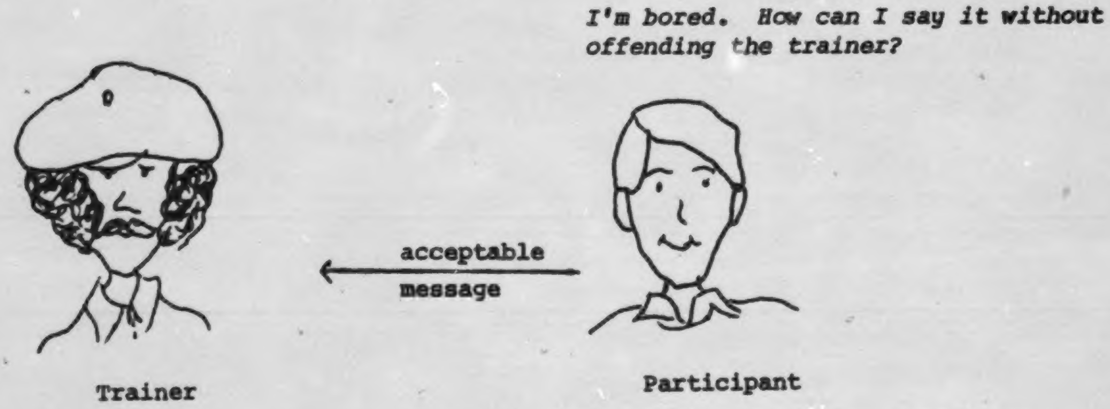
1. The needs of the receiver of feedback
2. The clarity of the message
3. The personal responsibility of the (potential) sender

For example, during a training program, if a participant tells the trainer that he is "bored to death," he is expressing his feelings but not very skillfully. If he had well-developed process skills, he would have taken into account the *needs of the receiver*--in this case the trainer-- and *the clarity of the message* plus his own *personal responsibility* for the boring situation. As we know, few people have good process skills. The trainer needs to build the type of learning climate that encourages trainees to develop their verbal communication skills.

Receiver Needs

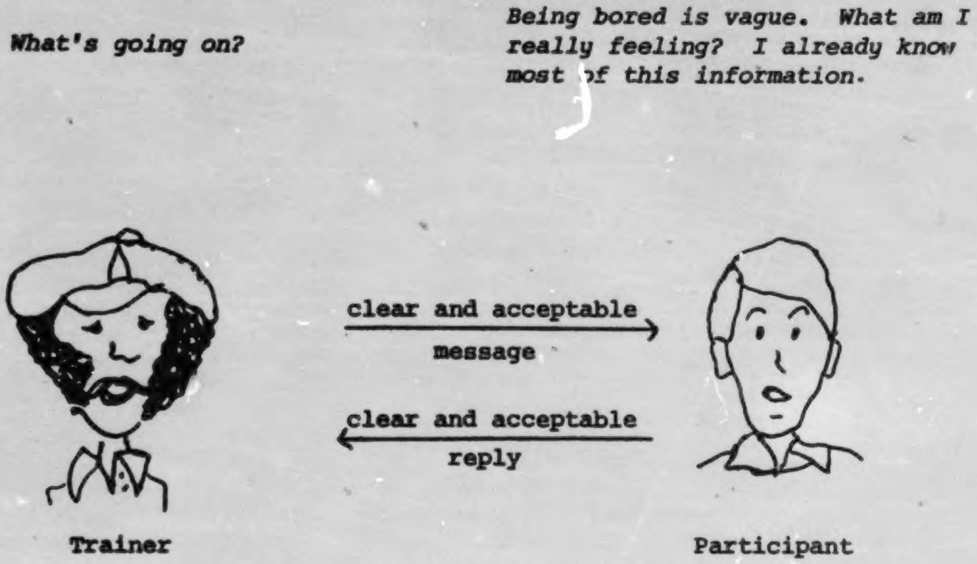
Receivers may need our messages very much. To deal with the problem, in this case, the trainer needs to know that the trainee is bored. The trainee has the alternative of (1) saying nothing verbally *(though the message will still come through nonverbally)*, (2) saying, in a clumsy manner, that he is bored, or (3) communicating his problem to the trainer in a way that the trainer can accept without losing face, in a way that invites them to work together to solve the problem, because the trainer also needs support and respect. Failing to receive these, he may block out the boredom message or he may feel hurt and counterattack the trainee. This causes all sorts of bruised feelings *and does not touch the boredom problem at all*.

What can the trainer do to ensure that the trainee attempts to employ the third alternative? As a potential receiver, he can request that trainees tell him how he is coming across.


I'm bored. How can I say it without offending the trainer?
acceptable
message
Trainer
Participant

Clarity of Message

The need for training in process communication becomes evident whenever people attempt to tell others how they feel. The statement, "I'm bored to death," is a case in point. Even if the receiver of this message could react to it unemotionally, what does boredom really mean? Does it mean that the trainee already knows the content being discussed, has other pressing problems on his mind, feels left out of the group, does not know how to do the work and is frustrated, or does it mean something else? Until the trainer knows more than the bare word *boredom*, he is not in any position to help. If a trainee says, "I'm bored to death," the trainer needs to help the trainee clarify what he means.


What's going on?
Being bored is vague. What am I really feeling? I already know most of this information.
clear and acceptable message
clear and acceptable reply
Trainer
Participant

Personal Responsibility

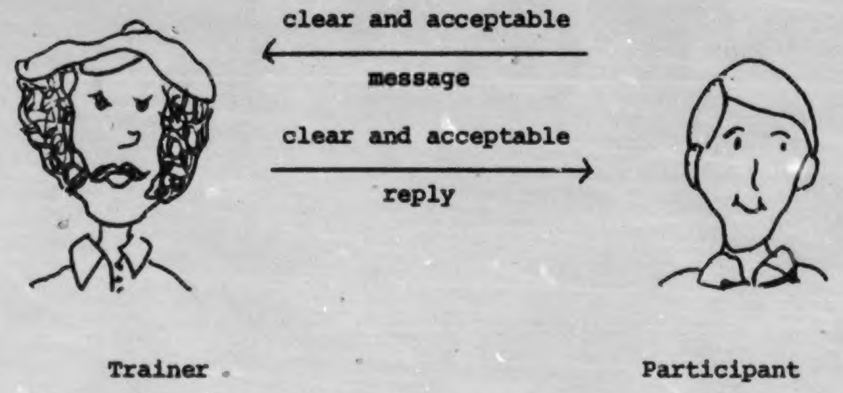
Good trainers do not evade their responsibility for the success of the course--or, more precisely, for the participant's successful learning experience in the course. However, trainers often allow participants to evade their responsibility for making the course a success. Too often trainers fall into the trap of either being experts who tell trainees how to act, or they expect trainees to become responsible for their own learning only after a period of days. The trainee who came to be taught, to receive the "answers," doesn't view learning as a joint responsibility. He doesn't realize that some of this responsibility *is* his. If the trainer makes it clear from the outset that learning is a joint responsibility and demonstrates this approach throughout the course, then both the trainees and the trainer will be free to explore areas for mutual benefit.

We seem to be getting somewhere.

I'm glad he said it that way. It helped me that he told me he knew this information. Now I can use him as a resource.

I'm glad now that I told him what I was feeling. I must have done it with some skill.

Maybe I should do something about my boredom. Why blame it all on him? It might be more interesting if I participated more.



The Process Role of the Trainer

The trainer understands that he is *not* engaging in clinical psychology. Deep-seated emotional problems are not resolvable through the training program. The process role of the trainer is directed at enabling participants to verbalize feelings that are being expressed unclearly and nonverbally. These feelings (on the part of both trainer and trainee) affect what goes on in the session, often in negative ways. The process role of the trainer focuses on exploring and clarifying feelings; on building supportive norms for open, spontaneous behavior; and on developing verbal communication skills. In such sessions, your best friend *will* tell you, and he will tell you in a clear, supportive, helpful way.

FEEDBACK

The *National Training Laboratories (NTL) Reading Book (1969)* describes "feedback" as:

> ...a way of helping another person to consider changing his behavior. It is communication to a person (or group) which gives that person information about how he affects... (you).

Chartier (1976) illustrates the concept of feedback in the following dialogue:

> *Joe:* *Feedback is a process of correcting inaccuracy in communication.*
>
> *Sally:* *Do you mean that feedback is simply a process of correcting errors?*
>
> *Joe:* *Not exactly, although that is a part of what I mean. Feedback is a way of being sure that what I say to you is adequately perceived by you.*
>
> *Sally:* *Now you're really getting complicated. What does "adequately perceived" mean?*
>
> *Joe:* *Well, I think "adequately perceived" means that you understand the idea as I would like for you to understand it.*
>
> *Sally:* *Oh, then you mean that feedback is a device for checking whether or not I got the idea you wanted me to get.*
>
> *Joe:* *Exactly.*
>
> *Sally:* *Do you think I used feedback effectively?...*

Criteria for Useful Feedback

According to the 1968 *NTL Reading Book*, some criteria for effective feedback are:

1. *IT IS DESCRIPTIVE RATHER THAN EVALUATIVE.* Because you describe your own reaction, the receiver is free to use your feedback or not to use it as he sees fit. By avoiding evaluative language, the receiver's need to react defensively is reduced.

   For example:

   You have interrupted me three times in the last half hour is probably not something that a person really wants to hear, but it is more helpful than, *you are a rude, selfish s.o.b.*

2. *IT IS SPECIFIC RATHER THAN GENERAL.* To be told that one is "*dominating*" is probably not as useful as to be told that "*just now when we were deciding the issue, you continued to argue your point of view without responding to what others said, and I felt forced to accept your arguments or fact attack from you.*

3. *IT TAKES INTO ACCOUNT THE NEEDS OF BOTH THE RECEIVER AND GIVER OF FEEDBACK.* Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the person on the receiving end.

4. *IT IS DIRECTED TOWARD BEHAVIOR THAT THE RECEIVER CAN DO SOMETHING ABOUT.* When some shortcoming (over which he has no control) is pointed out, the receiver's frustration is often increased.

5. *IT IS SOLICITED, RATHER THAN IMPOSED.* Feedback is most useful when the receiver himself has asked others to tell him how his behavior affected them.

6. *IT IS WELL-TIMED.* In general, feedback is most useful when provided at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. *IT IS CHECKED TO INSURE CLEAR COMMUNICATION.* By rephrasing the feedback he has received to see if it corresponds to what the sender had in mind, the receiver ascertains that he understands what was said to him.

8. When feedback is given in a training group, both giver and receiver have the *OPPORTUNITY TO CHECK WITH OTHERS IN THE GROUP THE ACCURACY OF THE FEEDBACK.* Is one person's perception shared by others?

Feedback, then is a way of giving help; it is also useful for the individual who wants to learn how well his behavior matches his intensions.

Steps in Giving Feedback

Observing and Reporting

Most of us listen routinely, neither seeing nor hearing all the data we need to give useful feedback. Moreover, we are accustomed to making quick, subjective judgments, as we do in conversation. Careful, objective watching and listening--good observation--is the key to the whole feedback process.

As in the case with observation, few people can consistently and accurately report on their feelings or other people's behavior.

The most common reporting error is jumping from an observation to a conclusion (or interpretation) without checking the accuracy of the observation. The first task in giving feedback is to accurately describe observed data.

Leveling

After reporting the data accurately, tell the person how his behavior affected you. Attempt to be open, honest, specific, and descriptive. Try, however, not to overwhelm the person with your feedback. Check often to see if your message is as clear as you think it is.

Pitfalls in Giving Feedback

Making Assumptions (Interpretations)

In the absence of complete data, we make assumptions or inferences to fill in the blanks. (For example, if you are reading this article, I assume you're interested in communication principles though I have no visible data to support this. Likewise, I could infer that you are interested in training.). We make assumptions and inferences daily and, in fact, must do so because there simply isn't enough time or energy for each of us to explain everything, every day.

Assumptions and inferences, however, must be used with discretion. They must be made clear, and checked out. Unless assumptions are clarified and checked, your feedback may be inaccurate, leading you to an inaccurate conclusion.

Confronting

The confronting statement is something to avoid in giving feedback. Feedback should not be given primarily to "dump" or "unload" on another. If you feel you have to say something negative to the other person, then ask yourself who it is you are trying to "help." Feedback should not be given to accuse someone of being responsible for another person's behavior. Feedback should be a direct response from me to you about how your behavior affected me.

Conclusion

Giving effective feedback in part depends on an individual's values and basic philosophy about himself, his relationships with others, and other people's perceptions. Certain guidelines, however, can be learned and are valuable in helping people give and receive useful feedback.

In summary, the object of feedback is the transmission of *reliable* information so that the person receiving it has sufficient information to change his behavior, *if he elects to do so.*

Four questions to ask yourself before giving any feedback are:

1. *Can the receiver's behavior be changed or modified? (If the answer is "no" then don't go on.)*

2. *Are my observations both accurate and objective?*

3. *Can I clearly and accurately describe my observations?*

4. *How can I check with the receiver to insure clear communication?*

For a more in-depth discussion of interpersonal communication, the following topics are covered in other resource papers in your manual:

a. Visualizing the helping situation; things that make it difficult for us to give help; and things that make it difficult for us to receive help: *Feedback and the Helping Relationship.*

b. External vs group-shared feedback; who is responsible for the feedback; pressure to change vs freedom to change; motivation to hurt vs motivation to help; and coping with anger: *Giving Feedback: An Interpersonal Skill*.

c. Characteristics of the feedback process: *Aids for Giving and Receiving Feedback*.

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STRUCTURED EXPERIENCE: FEEDBACK*

GOAL

To give participants practice in using the eight feedback rules

TIME

60 minutes

SPACE REQUIREMENTS

One large room

SEATING ARRANGEMENTS

Pairs may sit anywhere they wish

MATERIALS

Feedback Rating Scales

TRAINER INSTRUCTIONS

- Introduce the structured experience.
- Explain the goal of the structured experience.
- Give the following instructions:

  This learning activity is divided into three parts. In the first part, participants are divided into pairs to play a game called "I've got it, you want it." In the second part, each member of the pair gives feedback to the other about what happened in the game. In the third part, pairs share their experiences with the total group.

  In Part One, one member of the pair has "it" and he doesn't want to give "it" up. The other person wants "it", his job is to talk the first person into giving "it" up.

  (Note: It is important for this game that the person who has "it" doesn't think of "it" as a specific object.)

  You will be given five minutes to get "it" away from your partner. At the end of this time period, we will begin the feedback portion.

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*Reprinted from *Training of Trainers*, revised edition; Ann R. Bauman, course developer; Normandie Kamar, editor; National Drug Abuse Center, 1977.

In Part Two, Feedback-Summary-Repeat, we will give feedback, check our understanding of the feedback and rate it on the Feedback Rating Scales.

First, the partner who wanted "it" will give feedback to the person who had "it".

The person who had "it" will then summarize and repeat the feedback he received from his partner. (This ensures accurate communication.)

The process is then reversed; the person who had "it" gives feedback to his partner. His partner then summarizes and repeats the feedback he received.

After the feedback rounds are completed, the pair rates each round on the Feedback Rating Scales. You will have twenty minutes to complete Part Two.

In Part Three, pairs discuss with the total group their experiences in and what they learned from "Feedback".

Note to Trainer: This exercise sounds more complicated than it is. Instead of giving the instructions all at once and then repeating them before each part of the structured experience, you may wish to give only those instructions that relate to Part One, Two, or Three. If the group is not familiar with giving and receiving feedback, the trainers might decide to demonstrate expected trainee behavior for Part Two. Before conducting this structured experience, decide (with your co-trainers) how the instructions are to be given.

- Ask if there are any questions. Clarify the task if necessary.

Part One (9 minutes)

- Divide trainees into pairs.
- Identify which member of the pair has "it".
- Begin Part One: "I've got it; you want it."
- Observe trainees' participation in Part One. (This may provide you with useful data for Part Three.)
- Call time after five minutes.

Part Two (21 minutes)

- Explain Part Two of the structured experience.
- Explain that trainees should spend no more than seven minutes on each phase of Part Two. Watch the time and tell the pairs when each seven-minute segment has elapsed.

- Observe trainees' participation in Part Two. (This data may also be useful in Part Three.)

- Call time after 21 minutes.

Part Three (20 minutes)

- Ask trainees to reassemble into a large group.

- Ask the pairs to discuss their experiences and what they learned from "Feedback." Each pair should be allowed no more than four minutes in which to discuss their experiences, so that at least four pairs can report. After each pair reports, ask for volunteers whose experiences differed from those previously reported.

- Summarize the structured experience and discuss its relevance to the next section of this module: group process.

APPENDIX C

SUGGESTED ENERGIZERS

Sometimes group members need activity that will erase their lethargy and will prepare them for the task ahead. Such an activity is called an energizer. It should be fun and nonthreatening; it should involve physical movement, stimulate breathing, and provide a shared experience. The following suggested energizers are from Pfeiffer and Jones (1974a) and National Drug Abuse Center, 1974.

BACK-LIFT. Group members form dyads, and partners sit back to back on the floor. They lock their arms together and attempt to stand. Variation: They stand back to back, locking arms, and one member lifts the other off the floor.

BACK RUB. Group members form a large circle, each person facing the back of the person in front of him/her. At a given signal, they start rubbing each other's shoulders and backs.

BIG AND SMALL CIRCLES. Participants join hands in a circle. The facilitator instructs them to stretch the circle as large as possible and then to make the circle as small as possible.

ELEPHANT AND GIRAFFE. Group members stand in a circle, one person volunteers to be "it." The volunteer stands in the center of the circle, points to one member, and says either "Elephant" or "Giraffe." The indicated person and the participant on each side of him/her must pantomime some parts of the designated animal (nose, ears, neck eyes) before the volunteer counts to three. If a person fails to respond in time, he/she becomes "it."

NERF. Group members stand in a circle and bounce a Nerf Ball (a soft, spongy ball distributed by Parker Brothers) or a balloon in the air as long as possible. Ground rules are (1) no one may hit the ball twice in a row; (2) the ball must not touch the floor; (3) before the ball can be hit randomly, it must be bounced at least once by each person around the circle; (4) the person who makes a bad pass must tell the others something about him/herself; and (5) the group decides what are "bad passes."

PARTNER PUSH. Group members work in pairs, standing and facing their partners with legs far apart. They stretch their hands above their heads and press their palms against those of their partners. They then try to push each other over. (Impossible if they are doing it correctly.)

SONGS. Group members walk about on their tiptoes while they sing together "Tiptoe Through the Tulips". The movement and song are then changed to "Walking Through the Tulips," "Running Through the Tulips," and finally, to "Stomping Through the Tulips." (Other activity songs can be used, such as "Itsy Bitsy Spider," "Bunny Hop," and "Head and Shoulders, Knees and Toes.")

THE SCREAM. Group members stand and close their eyes. They breathe slowly and deeply. Then they breathe in unison. Continuing to breathe together, they reach up and then higher and higher. They are instructed to jump up and down together and then to scream as loudly as they can.

TUG-OF-WAR. Participants divide themselves into two teams and, using an imaginary rope, pull as hard as they can in opposite directions.

UNDER THE BRIDGES. Participants form a circle, holding hands. One member frees one hand and leads the others "under the bridges" of hands. The group ties itself into a knot.

WHOOSH. Group members stand, reach up, and breathe deeply in unison. Then they bend forward quickly at the waist, dropping their arms as if they were going to touch their toes, while exhaling all the air in their lungs. This is repeated several times.

YOGA BREATH OF FIRE. Individuals stand at ease. Following the leader's movements, they move through the following steps:

1. Legs should be shoulder-length apart, with knees somewhat bent
2. Make fists with hands and place on chest, elbows horizontal to floor
3. Inhale--arms go straight out to side
4. Exhale--arms pulled back to chest position
5. Begin rapid (breath-of-fire) breathing

ZOOM. Participants sit in a circle, facing straight ahead. The leader turns his/her head to person on right and "sends" that person the word, "Zoom.' The receiver then turns to the person on his/her right and does the same thing. After "Zoom" has been sent around the circle, the leader can suggest that it go faster or in different ways. For example: "Do it angrier"; "Do it sexily"; "Whisper it." When it comes back to him, the leader can say "Zilch."

APPENDIX D

GROUP FACILITATOR ASSESSMENT

PRETEST

Instructions: You have approximately 30 minutes to complete this test Please read all questions carefully. In order that learning gain be measured from the beginning of the course to the end, please put your name (or some other identifying mark) on both the pre and posttest.

1. Suppose you are starting a group today. Describe an exercise you might use to help the members get to know one another.

2. Place a checkmark beside items that describe characteristics of a good group:

_______ Attention is paid to what is being said but no attention is paid to how it is said or to how members work together.

_______ Members think of themselves as a group.

_______ Members are careful about what they say and are afraid of being rejected by the group.

_______ The group has goals that are explicit and shared.

_______Each member's contributions are valued.

3. Read each of the following issues that might be discussed in a group. Place a "P" beside those issues that are process and a "C" beside the content issues.

_______ The atmosphere during group sessions.

_______ Whether or not the clinic should be opened at least one evening a week.

_______ How the group goes about making decisions.

_______ The reasons why one of the group members shoots dope.

4. Name three elements in a group experience that can help a person grow and learn about him/herself (curative factors).

1. ____

2. ____

3. ____

5. In our model of the stages of group growth there are two main stages, each of which has two substages.

What are the substages of the Developing Stage?

1. ____

2. ____

What are the substages of the Potency Stage?

1. ____

2. ____

Which substage is characterized by the development of cohesion, increased risk-taking, and increased openness and trust?

____

6. Place a checkmark beside items that describe a good group leader:

_______ Does not allow any tension to develop in the group.

_______ Has respect for each of the group members and values their contributions.

_______ Is patient with the group even when it is moving slowly.

_______ Offers a lot of advice to group members.

7. Sometimes a counselor must decide whether or not a client should participate in group or individual counseling. Put a "G" by the client descriptions that indicate group counseling and an "I" by the descriptions that suggest individual counseling.

_______ The client is not in touch with or aware of his/her feelings.

_______ The client needs to practice social skills and become more effective in interpersonal relations.

_______ The client is undergoing a serious crisis that demands immediate attention and resolution.

_______ The client is unaware of how he/she affects others and needs to receive feedback.

8. This question relates to concept of the focus of an intervention. Place a letter beside each of the following interventions to indicate what the focus is:

G = Group

S = Subgroup (interpersonal)

I = Individual

PRETEST ANSWER KEY

1. 4 points: naming and describing in detail an appropriate exercise

   3 points: naming and generally describing an appropriate exercise

   2 points: naming and briefly discussing an appropriate exercise

2. 5 points: 1 point for each item correctly checked or not checked

   _______ Attention is paid to what is being said, but no attention is paid to how it is said or to how members work together.

   ___x___ Members think of themselves as a group.

   _______ Members are careful about what they say and are afraid of being rejected by the group.

   ___x___ The group has goals that are explicit and shared.

   ___x___ Each member's contributions are valued.

3. 4 points: 1 point for each item.

   ___P___ The atmosphere during group sessions.

   ___C___ Whether or not the clinic should be opened at least one evening a week.

   ___P___ How the group goes about making decisions.

   ___C___ The reasons why one of the group members shoots dope.

4. 6 points: 2 points each

   Correct answers

   --Getting feedback
   --Expressing feelings
   --Feeling that you belong
   --Seeing others with problems like your own
   --Getting support
   --Giving support
   --Giving feedback
   --Getting advice

5. 6 points

What are the substages of the Developing Stage? (1 point each)

1. Acquaintance
2. Groundwork

What are the substages of the Potency Stage? (1 point each)

1. Working
2. Closing

Which substage is characterized by the development of cohesion, increased risk-taking, and increased openness and trust? (2 points)

Working

6. 4 points: 1 point for each item correctly checked or not checked

_______ Does not allow any tension to develop in the group.

___x___ Has respect for each of the group members and values their contributions.

___x___ Is patient with the group even when it is moving slowly.

_______ Offers a lot of advice to group members.

7. 4 points: 1 point for each item

___I___ The client is not in touch with or aware of his/her feelings.

___G___ The client needs to practice social skills and become more effective in interpersonal relations.

___I___ The client is undergoing a serious crisis that demands immediate attention and resolution.

___G___ The client is unaware of how he/she affects others and needs to receive feedback.

8. 4 points: 1 point for each item

___S___ "Duncan, you and George seem to be yelling at each other and not listening very much. How about having that conversation again, only this time try really hard to listen to what the other person is saying."

__G__ "Barbara has brought up an important issue. Does anyone have any feelings about it?"

__G__ (After two members have an angry interchange) "I am uncomfortable with what just happened and I'm wondering what do we do now? How do other people feel now?

__I__ "Susan, you've been very quiet today. Would you tell us what is going on with you?"

APPENDIX E

GROUP FACILITATOR ASSESSMENT

POSTTEST

Instructions: You have approximately 30 minutes to complete this test. Please read all questions carefully. In order that learning gain be measured from the beginning of the course to the end, please put your name (or some other identifying mark) on both the pre and posttest.

1. Suppose you are starting a group today. Describe an exercise you might use to help the members get to know one another.

2. Place a checkmark beside items that describe characteristics of a good group:

_______ Some members have nothing to contribute and they are ignored.

_______ Members are receptive to feedback; the climate is open and trusting.

_______ Members pay attention to how they work with one another.

_______ Members are not sure why the group exists; there are no goals.

_______ Members think of themselves as a group.

3. Read each of the following issues that might be discussed in a group. Place a "P" beside those issues that are process and a "C" beside the content issues.

_______ The level of participation of various members during the group session.

_______ What Joan can do to meet men who are not into dope.

_______ The "feeling tone" during group sessions.

_______ What can done for young children who come to the clinic with their parent.

4. Name three elements in a group experience that can help a person grow and learn about him/herself (curative factors).

1. ____

2. ____

3. ____

5. In our model of the stages of group growth there are two main stages, each of which has two substages.

What are the substages of the Developing Stage?

1. ____

2. ____

What are the substages of the Potency Stage?

1. ____

2. ____

Which substage is characterized by conflict, dealing with issues of power, and finding one's position in the group?

____

6. Place a chackmark beside items that describe a good group leader.

_______ Uses threats to bring members into line.

_______ Can accept and deal with criticism of him/herself and of the group.

_______ Sees the important issues that are going on in the group.

_______ Allows some tension in the group and is comfortable with it.

7. Sometimes a counselor must decide whether or not a client should participate in group or individual counseling. Put a "G" by the client descriptions that indicate group counseling and an "I" by the descriptions that suggest individual counseling.

_______ The client's problems are problems a lot of other clients have.

_______ The client needs to set his/her own pace, to be able to work when he/she is ready and to "sit back" when he/she is not.

_______ The client shows very flat or inappropriate emotions.

_______ The client is very immature and childlike.

8. This question relates to the concept of the focus of an intervention. Place a letter beside each of the following interventions to indicate what the focus is:

G = Group

S = Subgrup (interpersonal)

I = Individual

_______ "Mona just shared some pretty important feelings with us. I wonder if others have similar feelings they have never expressed."

_______ "John, do you think this is helping you with this problem?"

_______ "Annette and Kitty, you two seem to have some pretty strong feelings toward each other."

_______ "There is a lot of tension here now. Is anyone thinking of saying something and wondering what would happen if they said it?"

POSTTEST ANSWER KEY

1. 4 points: naming and describing in detail an appropriate exercise

   3 points: naming and generally describing an appropriate exercise

   2 points: naming and briefly discussing an appropriate exercise

   1 point: naming an appropriate exercise

2. 5 points: 1 point for each item correctly checked or not checked

   ______ Some members have nothing to contribute and they are ignored.

   __x__ Members are receptive to feedback; the climate is open and trusting.

   __x__ Members pay attention to how they work with one another.

   ______ Members are not sure why the group exists; there are no goals.

   __x__ Members think of themselves as a group.

3. 4 points: 1 point for each item

   __P__ The level of participation of various members during the group session.

   __C__ What Joan can do to meet men who are not into dope.

   __P__ The "feeling tone" during group sessions.

   __C__ What can be done for young children who come to the clinic with their parent.

4. 6 points: 2 points for each correct answer

   Correct answers:

   --Getting feedback
   --Expressing feelings
   --Feeling that you belong
   --Seeing others with problems like your own
   --Getting support
   --Giving support
   --Giving feedback
   --Getting advice

5. 6 points

   What are the substages of the Developing Stage? (1 point each)

   1. Acquaintance
   2. Groundwork

What are the substages of the Potency Stage? (1 point each)

1. Working
2. Closing

Which substage is characterized by conflict, dealing with issues of power, and finding one's position in the group? (2 points)

Groundwork

6. 4 points: 1 point for each item correctly checked or not checked

_______ Uses threats to bring members into line.

___x___ Can accept and deal with criticism of him/herself and of the group.

___x___ Sees the important issues that are going on in the group.

___x___ Allows some tension in the group and is comfortable with it.

7. 4 points: 1 point each

___G___ The client's problems are problems a lot of other clients have.

___G___ The client needs to set his/her own pace, to be able to work when he/she is ready and to "sit back" when he/she is not.

___I___ The client shows very flat or inappropriate emotions.

___I___ The client is very immature and childlike.

8. 4 points: 1 point each item

___G___ "Mona just shared some pretty important feelings with us. I wonder if others have similar feelings they have never expressed."

___I___ "John, do you think this is helping you with this problem?"

___S___ "Annette and Kitty, you two seem to have some pretty strong feelings toward each other."

___G___ "There is a lot of tension here now. Is anyone thinking of saying and wondering what would happen if they said it?"

APPENDIX F

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GROUP FACILITATOR TRAINING PACKAGE

Participant's Manual

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Joseph P. Stokes, Ph.D.

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GENERAL INTRODUCTION

There is increasing demand for counselors to lead groups. Groups frequently are an effective way for a relatively small number of counselors to handle a large number of clients. Several advantages of group counseling over individual counseling have been indicated. These advantages include peer support and peer pressure, the opportunity for the client to practice social interaction within the group and to learn that personal problems are not unique by hearing of others' problems. The trend toward group counseling also has been bolstered by the misconception that relatively ineffective counselors can function in a group because groups seem to take care of themselves.

For all of these reasons, too many counselors with experience only in individual counseling are being thrust into group leadership positions. Because leading a group is difficult and involves a number of skills, many groups headed by untrained leaders do not fulfill their potential and actually may have negative effects on both the leaders and group members. Clearly, a need exists for training programs that will prepare counselors to be group leaders.

Training programs for group counselors usually can be categorized as theoretical or experiential. The traditional approach has emphasized the theory of group dynamics. Unfortunately, a thorough understanding of group theory is difficult to acquire within the time limitations of in-service or other short-term training. More importantly, this approach does not prepare potential leaders for the experiential and often intense emotional aspect of groups. It does, however, provide a theoretical framework around which to organize group goals and activities.

This workshop is designed to meet the need for a balanced approach to training group counselors. Theoretical material is concerned with group norms, goals, the issues of process and content, and the stages of group growth. We have tried to limit this material to that which will be most helpful when the trainer leads groups of his or her own. Parts of the training are directed explicitly to practical concerns such as how to select group members and how a given intervention by the leader is likely to affect the group in specific, common situations.

Didactic material and structured experiences are combined to help the training group anticipate important issues that might arise in a group. In fact, one of the goals of the workshop is to help the trainees work together and, as a group, confront actual group issues.

Included are exercises designed to promote personal growth. Two criteria were fundamental in selecting the personal growth exercises. First, exercises were chosen that would be appropriate to the stage of the training group (not too threatening too soon). Second, exercises that could be used by the trainees in their own groups were preferred.

The emphasis in this training design is on the experiential aspect of training. Even theoretical issues are approached through experiential exercises whenever possible. Much of the learning that will take place in this workshop will result when the trainees examine their own group process. The importance of experiencing the training group *as a group* cannot be overemphasized, and the trainer who is uncomfortable with this emphasis should look elsewhere for a training design.

In the development of this workshop, several basic assumptions about the training process were relied upon, the most important of which are these:

1. Individuals retain material better if cognitive information is reflected in what they experience.

2. Potential group leaders should have some experience in group-growth settings to increase their awareness of how they affect and are affected by the behaviors of others. Without this experience, they are likely to feel threatened when put in a leadership position, and their effectiveness, as well as the growth of other group members, will be impeded.

3. An understanding of group process is essential if a prospective group leader is to facilitate the process and growth of groups he/she leads.

4. Practical experience in the use of different interventions in the training situation has two important functions: (a) it provides an opportunity to practice skills and implement theory learned earlier in the course, and (b) it gives the trainee confidence in his/her ability to lead a group.

5. Some of the structured exercises used in the training group also should be applicable to the trainees' own groups. These exercises provide concrete techniques that the group leader could use to facilitate group and individual growth.

6. Each participant should be exposed to some growth-related anxiety in the course of training. This experience should prove helpful when he/she becomes involved in the anxiety-provoking situations occasionally encountered in groups.

COURSE MATERIALS

Trainer's Manual

The Trainer's Manual includes the following:

- Goals and objectives for each unit
- Time/Activity Sheets, including the training schedule, times, and outlined instructions for trainers
- Exercise instructions, including specific notations of materials and equipment needed, procedural details, and processing guidelines for each unit
- Detailed lecturettes

Participant's Manual

The Participant's Manual includes:

- Course content
- Goals and objectives for each unit
- Charts and forms used in each unit
- Supplementary resource materials
- Instructions for delivering exercises that might be useful in the trainees' own groups

GROUP SIZE

Groups should consist ideally of ten to twelve participants with two trainers. Groups of over fifteen participants can be handled for the didactic portions of the training, but should be divided into two smaller groups for most of the experiential exercises.* If this occurs, the small groups should always consist of the same people so that participants can begin to feel that they are a group.

---

*In the sample schedule, the exercises that can be done in two groups are indicated with an asterisk.

Sample Schedule*

DAY ONE

9:00	Registration; pretest
10:00	Overview and Introduction to Unit I and Module 1
10:15	Exercise 1: Name Game
10:35	Exercise 3: Getting to Know You**
11:05	Break
11:15	Exercise 5: Sharing a Childhood Fantasy
11:50	Administer Group Growth Scale (in preparation for Exercise 6) Summary of Module 1
12:00	Lunch (trainers tabulate Group Growth Scale)
1:00	Introduction to Unit II and Module 2
1:10	Exercise 6: Our Growing Group
1:20	Exercise 7: Defining a Group (if subgroups draw two pictures allow another 10 minutes)
2:05	Summary of Module 2
2:10	Introduction to Module 3
2:20	Exercise 8: Personal Goals as Group Goals Lecturette 1: Goals
3:00	Break
3:10	Exercise 9: Committee Meeting** (only one role play was used)
4:15	Summary and Evaluation of Day

DAY TWO

9:00	Warm up energizer Introduction to Module 4
9:15	Lecturette 2: What to Observe in a Group Exercise 10: Process and Content Identification
9:50	Exercise 11: Task, Maintenance and Self-Oriented Behavior Role Play** (break between role plays) Lecturette 3: Task, Maintenance and Self-Oriented Behavior
11:30	Summary of Module 6
11:35	Introduction to Module 5
11:40	Lecturette 4: Curative Factors and Norms Promoting Their Development

*This is one schedule used by the course developers during a particular presentation. Not all of the exercises were used and the order of some was changed. Since this represents only a sample schedule, trainers may find it desirable to create their own, using the block schedule time frames and suggestions for deleting exercises in the trainer's suggestions for deleting exercises in the trainer's guidelines as references. Exercises followed by ** were delivered to two subgroups because of the size of the training audience.

12:00 Lunch
1:00 Exercise 12: Current Status**
3:00 Summary of Module 5
3:05 Break
3:15 Introduction to Module 6
3:20 Exercise 13: Our Growing Group
3:30 Lecturette 5: Stages of Group Growth
3:40 Summary and Evaluation of Day

DAY THREE

9:00 Introduction to Module 7
9:05 Exercise 14: Group Compositions
10:25 Break
10:35 Lecturette 6: Interviewing Group Members
10:50 Exercise 15: Evaluating a Client for Counseling
11:20 Summary of Module 7
11:25 Introduction to Module 8
11:30 Exercise 16: Brainstorming Good and Bad Qualities of a Leader
11:55 Exercise 17: Group Leader Self-Disclosure
12:25 Lunch
1:25 Exercise 18: Hand Mirroring
1:35 Lecturette 7: Leadership Styles
1:50 Exercise 19: What is My Role in the Group**
2:50 Summary of Module 8
2:55 Break
3:05 Introduction to Module 9
3:10 Exercise 20: Intervention Fishbowl
3:50 Summary and Evaluation of Day

DAY FOUR

9:00 Warm-up energizer
9:10 Lecturette 8: Interventions
9:35 Exercise 21: A Sample Intervention
10:00 Summary of Module 9
10:05 Break
10:15 Introduction to Module 10
10:20 Exercise 22: Practicing Interventions - Developing Stage
(all incident but one were done before lunch)
12:10 Lunch
1:10 Exercise 22: (last incident concluded)
1:30 Lecturette 9: Stages of Group Growth Revisited
1:40 Exercise 23: Practicing Interventions - Potency Stage
(only a few of the potency stage interventions were done)
2:25 Break
2:35 Exercise 24: Practicing Facilitation Skills
4:05 Summary and Evaluation of Day

DAY FIVE

9:00	Introduction to Day Five
9:05	Exercise 23: Practicing Interventions - Potency Stage (two more incidents were done to finish up the module)
9:50	Exercise 25: Critical Incidents Role Play**
12:05	Summary of Module 10
12:10	Lunch
1:10	Post-test and Evaluation
2:10	Introduction to Module 11
2:15	Exercise 26: Completing Sentence Stems
2:45	Exercise 28: Closing Fantasy
3:15	Closing Comments

BLOCK SCHEDULE

	AM		PM
Day One	Module 1: Getting Acquainted	L	Module 2: The Concept of a Group Module 3: Goals
Day Two	Module 4: Process and Content Module 5: Curative Factors	U	Module 5: Curative Factors - Continued Module 6: Stages of Group Growth
Day Three	Module 7: Selecting Members For A Group	N	Module 8: Leadership Module 9: Interventions
Day Four	Module 9: Interventions - Cont. Module 10: Practicing Interventions	C	Module 10: Practicing Interventions - Continued
Day Five	Module 10: Practicing Interventions - Continued	H	Module 11: Closing

UNIT I/MODULE 1
GETTING ACQUAINTED

This unit is primarily experiential: its purpose is to accelerate the development of group feeling among participants. A group atmosphere will confirm the validity of the concepts introduced later. Getting acquainted is a first step in the important development of a cohesive group.

GOALS:

1. To introduce the participants to one another
2. To establish a climate supportive of growth
3. To help the participants feel like part of a group
4. To introduce participants to self-disclosure in a non-threatening situation
5. To introduce structured exercises that participants can use with their own groups

OBJECTIVES:

1. Each participant will identify, with at least 80 percent accuracy, the names of the other participants.
2. Each participant will say something about the skills and interests that he/she brings to the training group.
3. The participants will give the group a mean rating of at least three on items #2 and #3 of the Group Growth Scale (YMCA, 1974).
4. Each participant will be able to execute and process at least two structured exercises that have the goal of getting members of a new group acquainted with each other.

EXERCISE 1: NAME GAME

PURPOSE:

1. To create a relaxed atmosphere early in training
2. To get each person involved in the group
3. To help group members learn one anothers' first name

SETTING:

This exercise can help relieve the discomfort that often comes when group members do not know each other's name.

MATERIALS:

None

PROCEDURE:

Form a circle with your chairs. Think of a "feeling" adjective that begins with the first letter of your first name. Beginning with the group leader (or trainer) and proceeding around the circle, state the name and feeling adjective of those who preceded you, then state your own adjective and name. After the circle is completed, volunteers can state all of the names.

For example, group leader: Happy Heidi
1st participant: Happy Heidi, Bashful Bill
2nd participant: Happy Heidi, Bashful Bill, Jovial Joe.

COMMENTS:

EXERCISE 2: CIRCLE OF HANDS

PURPOSE:

1. To raise the energy level of the group
2. To give each participant the chance to tell the group what qualities and/or skills he/she can bring into group
3. To give the participants a chance to feel that they are a group

SETTING:

This exercise is designed for the new group. After a sedentary activity, energizing the participants is useful. The exercise gives everyone a chance to know something about the different individuals in the group, their skills and styles of behavior.

MATERIALS:

None

PROCEDURE:

Stand in a tight circle with your arms over each other's shoulders. You are part of a group that is interested in choosing people who can help the group in some way. Each group member must take a turn stepping outside of the group and trying to re-enter by persuading the others of his/her value to the group. Be selective; demand that each person give good reasons.

After the exercise is over, consider questions such as, "How did it feel to have the power to exclude or include someone?" and "Was it hard to think of what you could offer the group that would convince them to let you in?"

COMMENTS:

EXERCISE 3: GETTING TO KNOW YOU*

PURPOSE:

1. To introduce group members to each other on a more than first-name basis
2. To help participants understand the different levels of conversation when talking to someone known superficially and to someone known well
3. To establish a sharing and risk-taking atmosphere

SETTING:

This exercise is useful in the early stages of training or counseling when communication channels have not been established. In conjunction with several exercises that follow, this activity also might be useful in a group where communication has become superficial or rigid.

MATERIALS:

Newsprint and marker

PROCEDURE:

Organize into a pair with someone you do not know well. After you spend about five minutes getting acquainted, tell the leader (or trainer) what you were discussing. These will be listed on newsprint for the group to see.

Then consider what you would talk about with someone who was one of your special friends. Share some of these things with your partner as if he/she were your real friend. After about five minutes, tell the leader (or trainer) what you were discussing this time. Compare the two lists.

COMMENTS:

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*Napier, R.W., and, M.K. Gershenfeld, Groups: Theory and Experience (Boston: Houghton Mifflin Company, 1973)

EXERCISE 4: DISCUSSING A CRITICAL EVENT WITH A PERSON UNLIKE YOURSELF*

PURPOSE:

1. To help group members become aware of the initial perceptions of others
2. To give participants a chance to explore similarities that different people apparently share
3. To give participants the opportunity to explore personal areas with each other

SETTING:

This structured experience can be useful for the early stages of a training or therapy group. If a positive atmosphere exists in which members are open and willing to share, the exercise may help establish a precedent for risk taking. Because the experience involves talking with someone who is considered different from oneself, it can encourage participants to respond by discussing differences of opinion when they occur.

MATERIALS:

None

PROCEDURE:

Organize into a pair with someone you consider different from yourself in some major way (race, socioeconomic class, personal behavioral style). Spend five to ten minutes discussing the differences that led you and your partner to select each other. Then share an experience in your life that was critical in making you who you are today. The experience can be either positive or negative, but it must be very important in your development.

Then consider your initial differences. Are they as important as they first seemed to be? Do you both still feel different? More or less so? Did the initial differences keep you from revealing much of yourself when sharing the critical event?

COMMENTS:

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*Napier, R.W., and, M.K. Gershenfeld, Groups: Theory and Experience (Boston: Houghton Mifflin Company, 1973)

EXERCISE 5: SHARING A CHILDHOOD FANTASY WITH SOMEONE YOU WOULD LIKE TO KNOW*

PURPOSE:

1. To encourage group members to think about social conventions and personal inhibitions that usually keep people from getting to know each other
2. To demonstrate how much information is available to others from one's verbal and nonverbal behavior
3. To begin to establish a norm of risk-taking in the group

SETTING:

Although this exercise is designed for the early stages of group development, it does require each member to take some risks; therefore, an established atmosphere of trust is beneficial. The exercise is designed to help group members become aware of how much information they convey even when not aware of it. Further, it illustrates the similarity of one's adult and childhood behaviors.

MATERIALS:

None

PROCEDURES:

Organize into a pair with someone you would like to get to know better. Spend about five minutes talking about the kinds of things that usually keep people from getting to know each other. Ask yourself why we do not exchange more personal information with more people.

Then try to imagine your partner as he/she was at about age eight. How did he/she play; with whom did he/she play; who were his/her friends in school? How did he/she like school; what did he/she dislike about it? What was his/her family like: were they wealthy or poor; are there brothers and sisters; what were the parents like? How did he/she express anger? What was he/she good at doing?

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*Napier, R.W., and, M.K. Gershenfeld, Groups: Theory and Experience (Boston: Houghton Mifflin Company, 1973)

Share your picture of your partner with him/her. Then let him/her share his/her picture with you. Compare the pictures with the way each of you actually was. Do not worry about being wrong.

OPTION:

This exercise can be done without breaking into pairs if several of the members are willing to let the group fantasize about their childhoods. Members may not all participate if this is done, so it may not be as helpful to the overall group development.

If pairs are the same as in the "Getting to Know You" exercise, the information generated there can be one basis for the fantasy in this exercise. One drawback to this is that members do not interact with as many people.

COMMENTS:

OVERVIEW UNIT II
ISSUES IN GROUP DYNAMICS

(What happens after you get acquainted?)

A leader must understand certain issues in group dynamics before he/she can be effective. This unit gives a theoretical background in group dynamics to provide a basis for choosing interventions when leading a group.

In this unit, theory has been presented as experientially as possible. This training is designed to incorporate cognitive materials into the process of developing training groups. For example, while considering the concept of goals, the participants can examine their own goals for the training group. Content and process are considered in relation to issues of importance to potential leaders.

MODULE 2
THE CONCEPT OF A GROUP

The exercises in this module serve primarily to expose participants to problems that will be covered more intensively later in the section and to introduce some of the characteristics of groups.

GOALS:

1. To introduce participants to some distinguishing features of groups
2. To make participants aware of issues that will be covered later

OBJECTIVES:

1. Each participant will rate the training group on the Group Growth Scale.
2. Each participant will list four characteristics of a group.

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EXERCISE 6: OUR GROWING GROUP*

PURPOSE:

1. To evaluate the group members' perceptions of themselves as a group based on insights gained in Unit I
2. To make group members aware of some group [illegible] that will be introduced later in the workshops
3. To lay the groundwork for later exercises in group growth

SETTING:

The exercises in Unit I were designed to create an atmosphere of openness and trust. Completing the Group Growth Scale should have made everyone aware of that atmosphere. Through a discussion of the items on the Scale, an awareness of issues that will be discussed later should also be felt. When the group has learned and developed more, the exercise will be of greater interest; a full discussion of all the items on the scale is not appropriate at this time.

MATERIALS:

- Copies of the YMCA form, Group Growth Scale
- Newsprint and markers

PROCEDURE:

Turn to the form, Group Growth Scale, in your manuals. Complete the form; the items should be self-explanatory. When you have finished, either you or the trainer can post your ratings on the newsprint at the front of the room.

During the discussion that follows, focus on items 1, 2, 3, and 8--those that deal with the issues of belonging to the group and the clarity of group goals. If the range in ratings of certain items is great, these should be discussed.

COMMENTS:

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*Training Volunteer Leaders (New York: National Council of the Young Men's Christian Association, 1974).

GROUP GROWTH SCALE*

Circle the number that most accurately describes your feeling.

1. How clear are group goals?

1	2	3	4	5
no apparent goals	goal confusion, uncertainty or conflict	average goal clarity	goals mostly clear	goals very clear

2. How much trust and openness is there in the group?

1	2	3	4	5
distrust, a closed group	little trust, defensiveness	average trust and openness	considerable trust and openness	remarkable trust and openness

3. How well do group members listen to each other?

1	2	3	4	5
little or no listening in group	most do not listen well to others	average listening	most members do listen well to others	all members listen intently to each other

4. How much attention is paid to process (the way the group is working)?

1	2	3	4	5
no attention to process	little attention to process	some concern with group process	a fair balance between content and process	very concerned with process

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*Training Volunteer Leaders (New York: National Council of the Young Men's Christian Association, 1974).

5. How are group leadership goals met?

1	2	3	4	5
not met, drifting	leadership concentrated in one person	some leadership sharing	leadership functions distributed	leadership needs met creatively and flexibly

6. How are group decisions made?

1	2	3	4	5
no decisions could be reached	made by a few	majority vote	attempts at integrating minority vote	full participation and tested consensus

7. How well are group resources used?

1	2	3	4	5
one or two contributed but deviants silent	several tried to contribute but were discouraged	average use of group resources	group resources well used and encouraged	group resources fully and effectively used

8. How much loyalty and sense of belonging to the group is there?

1	2	3	4	5
members have no group loyalty or sense of belonging	members not close but some friendly relations	about average sense of belonging	some warm sense of belonging	strong sense of belonging among members

EXERCISE 7: DEFINING A GROUP*

PURPOSE:

1. To begin to define what distinguishes a group from a collection of people
2. To provide basic information that will be useful in later discussions

SETTING:

In this exercise, some of the characteristics used to define a group are introduced. The exercise illustrates the complexity of trying to define a group.

MATERIALS:

Markers and newsprint

PROCEDURE:

Think for a minute about the differences between a group and a collection of people. Then try to draw two pictures: one to illustrate what you think a group is and one to show a collection of people.

Next, organize into a sub-group with four or five other people. Discuss the differences you tried to represent with the members of your group. Then, as a group, brainstorm a list of characteristics common to groups.

When you rejoin the large group, one member from your sub-group should read your list. As a master list is compiled, think of which characteristics are most important to your own counseling or growth group.

OPTION 1:

Instead of making drawings as individuals, each sub-group can work together to produce the drawings. These can then be presented to the large group, where a list of characteristics of a good group can be brainstormed.

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*Ann R. Bauman, Training of Trainers (Rosslyn: National Drug Abuse Center, 1974)

OPTION 2:

If the group is large, each sub-group can draw either a collection of people or a group--but not both. Each sub-group then can present its drawing to the large group and comparisons can be made.

COMMENTS:

MODULE 3
GOALS

Goal: A general statement of what is to be accomplished.

In this module, a content area is discussed explicitly for the first time. The topic of goals is likely to be of concern to members of the training group, just as it is to members of many groups in their early stages. This module again fulfills two purposes: to teach a content area and to help participants develop as a group.

GOALS:

1. To develop goals for the training group
2. To introduce the concept of goals and a useful goal-setting procedure
3. To demonstrate how differently groups function when they have shared goals and when they have hidden goals
4. To introduce the issue of process

OBJECTIVES:

1. Each participant will write two goals that he/she has for the training group.
2. Each participant will rate the hidden agenda group lower than the shared goal group on three of the four process variables.
3. Each participant will list two aspects of good group goals.

EXERCISE 8: PERSONAL GOALS AS GROUP GOALS*

PURPOSE:

1. To provide group members with an opportunity to express their own goals for the workshop
2. To demonstrate the range of goals held by the members of the group
3. To allow the training group to define their goals and to help the group in its development

SETTING:

This exercise is designed to allow group members to express their goals for the training group. Members should discuss their personal goals seriously. The exercise will provide practice in setting goals and will expose members to one way of coordinating member and leader goals.

MATERIALS:

Paper and pencil

PROCEDURE:

Organize into pairs and take turns acting as interviewer and interviewee. As interviewers, ask these two questions and probe for specific answers:

1. *What do you want to get out of the group?*
2. *Why did you come to the group (or training)?*

Then help the interviewee record his/her goals.

As interviewee, explore the questions as thoroughly as you can. Then write your goals. Do not record those that you are not willing to share with the group, but remember that the decision not to share a goal has serious implications for the functioning of the group.

Reverse roles after the first member has recorded his/her goals. Then rejoin the group and discuss your goals with the other members. During the discussion, consider how group goals are

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* Training Volunteer Leaders, op. Cit.

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determined. Think about the difference in goal setting for the training group and for counseling or growth groups.

In a training group, many of the goals adopted for a group are individual goals that are shared by participants. In growth or counseling groups, individuals are often motivated by a desire for self-improvement. If group members are motivated only by personal goals, they may be very defensive and may be reluctant to take risks.

In growth or therapy groups, it is difficult to determine exactly what the balance between personal and group goals should be. As the group matures, members may be able to see themselves as part of a group serving an important function in their lives. If they value the other members of the group, goals benefiting all of them are likely to be valued, too. On the other hand, because the main goal of these groups is to improve each member's ability to cope with and enjoy living, a group may want to consider any personal difficulties that interfere with that ability. Perhaps the best climate in groups exists when the members value the group sufficiently to take risks, opening themselves to the other members; in this way they may be able to achieve the long-term benefit of an increased ability to deal with their personal problems.

Both personal and group goals are important. An effective group will recognize this and find a balance between personal and group goals. Many goals can be both.

COMMENTS:

LECTURETTE 1: GOALS

We have already talked about why goals should be explicit rather than implicit and shared rather than not. If goals are not explicit, members may be confused about their purpose in the group, and individuals may pursue disparate courses. If they are not shared, the group has little chance of ever growing in a way that benefits all of the members. Members whose goals do not conform to those of the group are excluded from the growth process. A question that now seems appropriate is, "What are the other effects of explicit and shared goals?"

There are at least three other functions of goals that are important enough to mention. *A goal that is shared by a group can help to keep the group on course.* If the members agree on a set of goals, then discussion unrelated to those goals can be minimized. For example, consider a group that has decided to focus on the behavior that occurs in the present. A member launches into a digression about his/her past drug history. Because the goal of focusing on the present is established, it is easier to redirect discussion back on the topic. Perhaps a major function of goals is to keep the group on an appropriate topic.

The goals of the leader must also be considered. In most of this unit, we have talked about goals as long-range expectations. The group leader often establishes subgoals that he/she believes will help the group achieve those long-range goals. These subgoals can be for a single meeting (e.g., to get the quiet members to participate more actively) or for several meetings (e.g., to help group members develop a sense of belonging to the group). Both of these might be steps toward the long-range goal of increasing the impact of the group as a curative agent. *The leader can choose a particular intervention based on a short-term goal that will help the group achieve the final goal.* If a leader knows where he/she wants to go, he/she can then decide how to get there. Therefore, short-term goals should be set by the leader before the group meeting. But some flexibility should be allowed because many significant events can be unplanned; however--the leader should not stop a "happening" just because it isn't exactly what he/she planned.

Finally, a point related to both of the above should be mentioned. *Explicit and shared goals can be evaluated periodically to examine the group's progress.* And realistic goals can be reached and new goals can be set. The group (and leader) can thus evaluate its progress and also will have incentive for further progress.

EXERCISE 9: COMMITTEE MEETING: DEMONSTRATING HIDDEN AGENDAS*

Hidden Agendas: *Personal goals that are not shared.*
Group Process: *The actual behavior in a group. Concerned with how things happen (who talks to whom, how decisions are made, how the group handles conflict) rather than with what is talked about (NDAC, 1977).*

PURPOSE:

1. To illustrate the effects of different personal goals on task accomplishment in a work group
2. To demonstrate differences in the ways group members work when they have different goals and when they have similar goals
3. To introduce the concept of group process

SETTING:

The importance of shared and explicit goals has been emphasized. This exercise provides an illustration of the way that a group functions when these criteria are not met.

MATERIALS:

- Copies of the Committee Meeting Problem Sheet and instructions for playing a role
- One copy of Committee Meeting Role Sheet A and one copy of version B, cut into strips to separate the role descriptions (handed out only to those playing the parts)
- A copy of the Process Observation Sheet for each observer
- Pencils for all observers

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*Reprinted from: J. William Pfeiffer and John E. Jones (Eds.) A Handbook of Structured Experiences for Human Relations Training, Volume 1 (Revised), La Jolla, CA: University Associates, 1974. Used with permission

PROCEDURE:

Five members are selected to play the members of the Fact Finding Committee of the WSO Advisory Board. These five are given copies of the role-playing instructions and the Committee Meeting Problem Sheet. They are separated from the group and given five minutes to study. They should tell no one about their hidden agendas.

If you are not one of these five, form a fishbowl with your chairs around the five chairs to be occupied by the committee members. Use the Problem Sheet and Process Observation Sheet as you observe the behavior in the "committee meeting."

The role players introduce themselves to each other and Marvin Turner, as chairman, begins the committee meeting.

After ten minutes the role plays end. As process observers, report what you saw happening in the group. After some discussion, the role players will reveal their roles, with Jack Simon reporting last.

Five other members are selected from among the observers. The procedure is the same, but their roles are different. After ten minutes, this role play also ends. Observers make reports as before; role players reveal their roles.

Consider these questions:

1. *How do hidden agendas affect group problem solving?*
2. *How do they affect participation of group members?*
3. *How can an observer tell if a member is working on a hidden agenda?*
4. *When is it appropriate for group members to disclose their hidden agendas?*

Also consider what a group leader should do if he/she suspects that group members have hidden agendas. Remember that hidden agendas are quite normal, although sometimes they may interfere with the growth of a group.

OPTION:

Although this exercise is most effective when both role plays are used, the second role play can be omitted if time is short.

COMMENTS:

COMMITTEE MEETING PROBLEM SHEET

PARTICIPANTS:

1. Marvin Turner, shoe store owner and operator
2. Roberta Stevens, mother of five, on welfare
3. Louis Haber, dentist
4. Jack Simon, Chamber of Commerce vice president
5. Carol Stone, social worker, WSO

PROBLEM:

You are at a meeting of a special fact-finding committee of the West Side Organization (WSO) Advisory Board. Your committee was established to study the suggestion that the WSO revise its procedure for electing representatives to the Advisory Board from among welfare recipients. At present, representatives are selected for three years through a general, area-wide election. Your group has been authorized to come up with specific recommendations on which the Board should act at its next meeting. The Board has advised your committee to consider two points:

1. What would be the best procedure for selecting welfare representatives?
    a. The present system (general, area-wide selection) should be maintained
    b. District elections should be held. There are four districts in the general area that WSO serves. District elections would mean that one welfare representative would come from each district.
2. How long should the term of office be?
    a. The present term (3 years) should be maintained.
    b. The representatives should serve for one year.

The chairman of the committee is Marvin Turner, who will report recommendations to the Board.

INSTRUCTIONS FOR PLAYING A ROLE

1. Do not disclose your role description.
2. Read your description carefully and play the role conscientiously.
3. Put yourself into the role that you are given, but do not overact.
4. Be natural, but emphasize behavior aimed at fulfilling your role.

PROCESS OBSERVATION SHEET

(Note any comments about the behavior of the person you are observing on the back of this sheet)

GOALS

1. To what extent did the members act as if they shared the same goals?

1	2	3	4	5
did not appear to share any goals	a few members had shared goals	average shared goals	goals were shared by most members	excellent sharing, everyone shared goals

ATMOSPHERE

2. What was the overall tone of feeling in the meeting?

1	2	3	4	5
hostile and competitive, signs of anger	defensive and inhibitive, members were afraid to take risks	average cooperation, limited amount of sharing or feeling	above average cooperation, most members appeared fairly relaxed	very cooperative and open, members appeared to value others' contributions

PARTICIPATION

3. What was the level of participation in the group?

1	2	3	4	5
extremely low, most members didn't participate, one person monopolized	low, several members dominated discussion	average participation most had a little to say	above average, most contributed to the discussion	high, all participated actively in the discussion

TASK

4. How relevant were the contributions to the task?

1	2	3	4	5
low, contributions were off the track and self-serving, topic discussed not what goal indicated	a little, most contributions were off the work	average, there was a mixture of relevant and irrelevant comments	above average, most comments were relevant	high, almost all comments were relevant to task

MODULE 4
PROCESS AND CONTENT

This module is important because the concept of process is introduced, a topic that will be considered often in the sections to come. Actually, the introduction to process occurs when the Process Observation Sheets are first used. This has been set up as a rating scale to minimize the amount of orientation that is necessary.

GOALS:

1. To introduce the difference between process and content
2. To provide practice in making process observations
3. To illustrate how groups function when the members are maintenance-oriented or when they are self-oriented
4. To introduce different roles often filled by members of a group
5. To introduce the idea of curative factors

OBJECTIVES:

1. Each participant will define process and content
2. Each participant will name three different process issues.
3. Each participant will role play a self-oriented or a maintenance behavior.

LECTURETTE 2: WHAT TO LOOK FOR IN A GROUP*

All human interactions have two major ingredients--content and process. The first deals with the subject matter or the task with which the group is working. In most interactions, the main focus is on the content. The second ingredient, process, is concerned with what is happening between and to group members while the group is working. The group process encompasses tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition, and cooperation. In most interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will help leaders to diagnose group problems early, to deal with them more effectively, and will enable group members to be more effective participants.

The content of a discussion often focuses on the "there and then"--past or future actions in other surroundings. But a discussion involving something that happened outside of the group also may reflect some issue of group process that concerns the group's functioning. For example, if a group member discusses problems in authority at home, he/she really may be referring to a leadership struggle within the group.

The issue of how a group is functioning is quite complex. An observer interested in a group's process is likely to examine a number of specific topics related to the group's pattern of functioning. We will discuss briefly some of these topics: participation, influence, decision-making procedures, membership, feelings, and group atmosphere.

ATMOSPHERE

Atmosphere refers to the general tone of feeling of the group meeting. This tone can range from warm and accepting to hostile and rejecting, and can be any combination between these two extremes. As a general rule, personal growth occurs when the atmosphere is open and accepting. When the atmosphere is hostile and rejecting, participants are not likely to take the risks leading to growth.

Establishing an open and accepting atmosphere can be a long and difficult task, requiring a certain amount of modeling and direction from the leader as well as norms that legitimize risk-taking behavior. Very often, a supportive atmosphere is generated only after the group has resolved conflicts over leadership and members have defined their positions in the group. The atmosphere is always subject to change. Actually, one important reason for the leader to consider the atmosphere is that changes in the atmosphere often signal the occurrence of critical choice points in the growth of a group.

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*Reprinted from: J. William Pfeiffer and John E. Jones (Eds.) The 1972 Annual Handbook for Group Facilitators. La Jolla, CA: University Associate, 1972. Used with permission.

- *Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?*
- *Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?*
- *Do people seem involved and interested? What is the atmosphere like?*
- *Are certain topics avoided in the group (e.g., sex, immediate feelings in the group, leader's behavior, etc.)?*
- *Who seems to reinforce this avoidance? How?*
- *Are group members overly nice or polite to each other? Are only pleasurable feelings expressed? Do members agree with each other too readily? What happens when members disagree?*
- *Do you see norms operating about participation or the kinds of questions that are allowed (e.g., "If I talk, you must talk," or "If I tell my problems, you have to tell yours")? Do members feel free to ask each other about their feelings? Do questions tend to be restricted to intellectual topics or events outside of the group?*

PARTICIPATION

Level of participation is a concept that is used to refer to the number of participants who are actively involved in the group and to indicate the intensity of the involvement. A high level of participation occurs when most of the group members are involved at an intense level.

The level of participation is one of the easy process observations that the leader makes. He/she can look at such patterns of communication as who talks to whom, how long they talk, whether or not they are interrupted. All of these observations are aspects of the level of participation. Considering the level of participation can help the leader get some idea of roles group members play; the most vocal members are often the most influential.

- *Who participates more than others?*

- *Who participates less?*

- *Do you see any shift in participation, e.g., frequent participators becoming quiet, infrequent participators suddenly becoming talkative? Do you see any possible reason for this in the group's interaction?*

- *How are those who remain silent treated? How is their silence interpreted--consent, disagreement, disinterest, fear, etc.?*

- *Who talks to whom? Do you see any reason for this in the group's interactions? Are the interactions male/male, male/female, or female/female?*

- *Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?*

DECISION-MAKING PROCEDURES

All groups make decisions, sometimes explicitly and consciously ("What shall we do about members who are absent a lot?"), sometimes without awareness that decisions are made at all (as when a group ignores members who talk about sexual problems). Because a group decision is hard to undo, the effective group leader should be aware of when and how decisions are made.

One example of decision making in a therapy group occurs early in the group's life when the leader(s) and members set goals. Once the goals are set, they can be powerful guidelines for group discussions and even for deciding which topic areas are appropriate. Clearly, decisions of such importance should be made carefully and in a manner that involves as much of the group as possible.

There are several methods of group decision making of which the leader should be aware. We will present four of the most frequently used methods. They are arranged in order, with the least preferred method first and the most preferred method last.

Decision by one: One person proposes and then begins to initiate his/her decision. For example, "I think we should introduce ourselves. My name is John Harris..."

Decision by a minority: Several members of a group (often the most outspoken) are in agreement and try to make the decision for everyone. Often these decisions are followed by, "Does anyone object?" or "We all agree." The group leader should be very careful that he/she doesn't lose leadership to this minority.

Decision by Majority: The group makes this decision by counting votes "for" and "against." In this case the larger portion of the group might agree, but if the minority holds a strong opinion, then that often is not given adequate attention.

Consensus testing: This procedure does not necessarily require unanimity, but it does require that each member of the group be given the chance to express his/her feelings. If the feelings are very strong, then more discussion may be needed. When a decision is reached by consensus, all members of the group are in essential agreement.

- *Does anyone make a decision and carry it out without checking with other group members? For example, does anyone decide on the topic to be discussed and immediately begin to talk about it? What effect does this have on others?*

- *Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?*

- *Who supports other members' suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group? How does this affect others?*

- *Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote (majority support)?*

- *Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?*

- *Does anyone make contributions that receive no response or recognition? What effect does this have on the member?*

INFLUENCE

Influence and participation are not the same. Some people may speak very little yet they capture the attention of the whole group. Others may talk a lot but generally are not listened to by the other members.

- *Which members are high in influence? That is, when they talk, do others seem to listen? Are they women or men?*

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- *Which members are low in influence? Is there any shifting in influence? Who shifts, women or men?*

- *Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?*

Styles of Influence

Influence can take many forms. It can be positive or negative; it can enlist the support or cooperation of others or alienate them. How a person attempts to influence another may be the determining factor in the other's receptivity. There are at least four styles of influence that frequently emerge in groups.

- *Autocratic--Does anyone attempt to impose his/her will or values on others or try to push them to support his/her decisions? Who evaluates or passes judgement on other group members? Do any members block action when it is not moving in the direction they desire? Who pushes to "get the group organized?"*

- *Peacemaker--Who eagerly supports other's decisions? Does anyone consistently try to avoid conflict or keep unpleasant feelings from being expressed by pouring oil on the troubled waters? Is any member typically deferential toward other group members (thus giving others power)? Do any members appear to avoid giving negative feedback, i.e., will they level only when they have positive feedback to give?*

- *Laissez-faire--Are any group members getting attention because of their apparent lack of involvement in the group? Does any group member go along with the group decisions without seeming to commit him/herself one way or the other? Who seems to be withdrawn and uninvolved? Who does not initiate activity, or participates mechanically and only in response to another member's question?*

- *Democratic--Does anyone try to include everyone in a group discussion or decision? Who expresses his/her feelings and openly and directly without evaluating or judging others? When feelings run high and tensions mount, which members attempt to deal with the conflict in a problem-solving way?*

MEMBERSHIP

A major concern for group members is the degree to which they are accepted by the group. Different patterns of interaction may develop in the group that give clues to the degree and kind of membership.

- *Are there any subgroups?* (Two or three members may band together for a period of time during which they consistently agree and support each other. Or several members may consistently disagree and oppose one another.)
- *Do some people seem to be "outside" the group? Are some "in"? How are those "outside" treated?*

FEELINGS

During any group discussion, feelings are frequently generated by the interactions between members. Although these feelings are rarely discussed, the tone of voices, facial expressions, gestures, and many other forms of nonverbal cues can help observers understand what participants are feeling.

- *What signs of feelings do you observe in group members (anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness)?*
- *Do you see any attempts by group members to block the expression of feelings, particularly painful feelings? How is this done? Does anyone do this consistently?*

EXERCISE 10: PROCESS AND CONTENT IDENTIFICATION

PURPOSE:

To practice differentiating process and content statements

SETTING:

The distinction between process and content will be used frequently throughout the remainder of the training week. This exercise provides practice in distinguishing process statements and content statements.

MATERIALS:

- Pencils
- Process/Content Identification Sheet

PROCEDURE:

On the Process/Content Identification Sheet, mark whether each statement is a content or a process statement.

COMMENTS:

PROCESS/CONTENT IDENTIFICATION SHEET

Indicate whether each of the following statements (which were made in a group) is a process or content statement.

____________________ 1. "I feel angry with Allen for never contributing to the group."

____________________ 2. "I used to live in New York. I started to use dope only after I moved to Chicago."

____________________ 3. "I think Tom and Nancy would both be better off if they stopped seeing each other."

____________________ 4. "I have a lot of trouble getting along with my boss. I don't think he has any idea of what he is doing."

____________________ 5. "People in the group seemed pretty tense when Steve shouted at Ellen."

____________________ 6. "When we started talking about our goals, I noticed that people were quick to agree with everything I suggested."

EXERCISE 11: TASK, MAINTENANCE, AND SELF-ORIENTED BEHAVIOR ROLE PLAY

PURPOSE:

1. To demonstrate the different effects of task, maintenance, and self-oriented behaviors in a group problem-solving task
2. To provide the trainees with practice in making process observations
3. To introduce the curative factors in groups and give the trainees the opportunity to consider their relative importance
4. To brainstorm various norms that facilitate the development of curative factors

SETTING:

This exercise is designed to give additional practice in observing process variables and to clarify the distinctions among task, maintenance, and self-oriented behaviors. The content of the exercise is a discussion of the curative factors in groups, a topic that should prove relevant and interesting.

MATERIALS:

- Pencils
- Process Observation Sheets
- Copies of Group Role Sheets cut into strips for role players
- Copies of Group Role Sheets for Observers
- Curative Factors in Groups Sheet

PROCEDURE:

Seven members are chosen for role plays in a fishbowl. These participants are given their roles and take time to study. If you are not one of the seven, you will act as an observer.

On the Curative Factors in Groups Sheet, mark the items in order of importance without conferring with anyone.

Next, participants work as a group to rank these factors. Consensus must be reached in ten minutes.

As observers, watch the participants in the inner group. Rate them on the Process Observation Sheet after they have reached a consensus. Then, using a copy of Group Role Sheet A, identify which member played each role.

Next, switch places: those in the fishbowl are now observers; those who were observers are now participants. The new participants will be given a role and time to study it and the new observers will use their Process Observation Sheets. The task is to think of ground rules for a group that would promote the development of curative factors. That is, what norms should a group have to help its members grow?

After ten minutes, the participants should have a completed list and the observers can mark their ratings in the Process Observation Sheet. Then, using Group Role Sheet B, observers guess which members played which roles and with what effect.

COMMENTS:

PROCESS OBSERVATION SHEET

(Note any comments about the behavior of the person you are observing on the back of this sheet)

GOALS

1. To what extend did the members act as if they shared the same goals?

1	2	3	4	5
did not appear to share any goals	a few members had shared goals	average shared goals	goals were shared by most members	excellent sharing, everyone shared goals

ATMOSPHERE

2. What was the overall tone of feeling in the meeting?

1	2	3	4	5
hostile and competitive, signs of anger	defensive and inhibitive, members were afraid to take risks	average cooperation, limited amount of sharing or feeling	above average cooperation, most members appeared fairly relaxed	very cooperative and open, members appeared to value others' contributions

PARTICIPATION

3. What was the level of participation in the group?

1	2	3	4	5
extremely low, most members didn't participate, one person monopolized	low, several members dominated discussion	average participation, most had a little to say	above average, most contributed to the discussion	high, all participated actively in the discussion

TASK

4. How relevant were the contributions to the task?

1	2	3	4	5
low, contributions were off the track and self-serving, topic discussed not what goal indicated	a little, most contributions were off the mark	average, there was a mixture of relevant and irrelevant comments	above average, most comments were relevant	high, almost all comments were relevant to task

TASK VS. MAINTENANCE

5. Were the comments mainly factual (task-oriented) or were they aimed mostly at how the group was functioning (process)?

1	2	3	4	5
all task	mainly task, some process	about equal task and process	mainly process, some task	all process

DECISION MAKING

6. How were decisions made?

1	2	3	4	5
by one person	by two, one person suggesting and the other supporting	majority, with minority views not expressed	majority, with minority opinion integrated	consensus, agreement by all

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CURATIVE FACTORS IN GROUPS

Most people agree that participation in a group can help a person grow and learn about him/herself. The elements in a group that facilitate growth have been called curative factors. Below is a list of some possible curative factors in groups. Your task is to rank these factors in the order of their importance. Put a "1" beside the factor that you think is the most important in helping a person grow as a result of his/her group experience. Put a "2" beside the second most important and so on, until you have put "8" beside the factor that you think is least important.

_____________ Getting feedback from others

_____________ Receiving advice or ideas from others

_____________ Finding out others have problems like yours

_____________ Feeling that you belong to the group

_____________ Getting support from others

_____________ Having permission to express strong feelings

_____________ Giving feedback to others

_____________ Giving support to others

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LECTURETTE 3: TASK, MAINTENANCE, AND SELF-ORIENTED BEHAVIORS*

(Note: The presentation of the following material is probably best accomplished during the processing of Exercise 11.)

Some behaviors frequently are associated with content--with trying to get the job done--and other behaviors concern the process in the group and function to help maintain harmony in the group. Because group members tend to fill the same roles over a series of meetings, the group leader might find it helpful to identify the roles that members typically fill.

TASK-ORIENTED BEHAVIORS

Task-oriented behaviors occur in trying to get a job done. There are several behaviors that are useful when a group is fulfilling a task:

- *Initiating:* proposing tasks or goals; defining a group problem; suggesting a procedure for solving a problem
- *Seeking information or opinions:* requesting facts; soliciting expressions of value; seeking suggestions and ideas
- *Giving information or opinion:* offering facts; providing relevant information; giving suggestions and ideas; expressing an opinion about a matter before the group
- *Clarifying and elaborating:* interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group
- *Summarizing:* pulling together related ideas; restating suggestions after the group has discussed them; offering a conclusion for the group to accept or reject

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*Reproduced by special permission from Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa, Donald Nylen, J. Robert Mitchell, and Anthony Stout, pp. 67-70, Copyright 1967 by the European Institute for Trans-Nation Studies in Group and Organizational Development, and National Training Laboratory, NEA, USA. #Credit for the classification system is given to Morton Deutsch, "The Effects of Cooperation and Competition Upon Group Process." In D. Cartwright and A. Zander: Group Dynamics--Research and Theory (2nd Edition). Evanston, Ill.: Row Peterson & Co., 1960.

MAINTENANCE BEHAVIORS

Maintenance behaviors, on the other hand, occur when the group (or an individual in a group) is focusing on the way that the group is relating (process). We have discussed several different issues that are considered process (atmosphere, level of participation, typical decision-making procedures, etc.). Here are some of the behaviors that are used frequently to help maintain a good working relationship among group members:

- *Harmonizing:* attempting to reconcile disagreements; reducing tension; getting people to explore differences
- *Gatekeeping:* helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks
- *Encouraging:* being friendly, warm, and accepting of others; responding to others' contributions (verbally and nonverbally)
- *Compromising:* offering a compromise when one's own idea is in conflict with another's; admitting error; being willing to sacrifice one's own status in favor of group cohesiveness

SELF-ORIENTED BEHAVIORS

Finally, there are those people whose own interests are dominant over any others that may exist. These people are so *self-oriented* that their behavior doesn't address either task or maintenance issues--it serves to fill their own emotional needs and to hinder the group's progress. Some examples of this self-oriented behavior are:

- *Dominating:* trying to make all decisions; not listening to others; trying to monopolize the group
- *Withdrawing:* trying to withdraw from all activities; making no contributions; appearing afraid to make a statement or express an opinion
- *Agressive blocking:* attacking others' remarks; being first to criticize; trying to put others down; being hostile and negative
- *Help seeking:* trying to belittle his/her own contributions; playing down own abilities; frequently asking opinion and advice from others

- *Recognition seeking:* trying to become center of attention; engaging in eye-catching behavior; trying to get attention from others; not staying on the topic

SUMMARY

In most groups, any or all of these behaviors are likely to occur at some point. A group must attend to its maintenance functions if it is to succeed at task or growth activities. Of course, the amount of time a group spends on process and maintenance activities is a function of its purpose and its composition. In so-called therapy groups, where self-oriented behaviors are common, virtually all of the group's time can be devoted to process and trying to improve the way the members of the group function. In problem-solving groups, less time will be devoted to maintenance and much more to task activities. Let us emphasize, however, that in any successful group the maintenance functions must be considered for progress and growth to occur.

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MODULE 5
CURATIVE FACTORS

The material for this module was introduced earlier and is summarized in the discussion here. The discussion focuses on the curative factors identified in the exercise, dealing explicitly with the norms that foster their development.

GOALS:

1. To assist the participants in understanding the kinds of curative factors in groups

2. To identify norms that foster the growth of curative factors

OBJECTIVES:

1. Each participant will list four curative factors in groups.

2. Each participant will name two norms that contribute to the development of a curative factor.

LECTURETTE 4: CURATIVE FACTORS AND NORMS PROMOTING THEIR DEVELOPMENT

GETTING FEEDBACK FROM OTHERS:

A great benefit comes from the fact that groups generally focus on the present and avoid recapitulating past incidents that did not involve the group. Because of this focus, the feedback is given to a group member by others about his/her patterns of interaction in the group. Participants often interact within the group similarly to the way they behave outside the group. This feedback may be the first that the member has received about his/her behavior.

Perhaps the most important norms, then, concern the feedback given from one group member to another. Early in the group life, the leader may want to pay direct attention to these norms. Whether he/she does this or sets the feedback norms more indirectly, the leader will need to keep in mind several features of good feedback(NTL, 1968):

- *Feedback should be specific.* When feedback is given, it should be directed at specific (and changeable) behaviors, rather than at the whole person. The latter kind of feedback is likely to result in defensiveness and unwillingness to change.
- *Feedback should be nonevaluative.* Feedback should be descriptive, naming the response of the giver to a specific receiver behavior, rather than prescriptive, telling the receiver what he/she should do.
- *Feedback should be offered.* This means that if a person is not receptive to feedback, it should not be forced. The receiver of feedback always should feel able to reject it if he/she disagrees strongly with it. Because feedback is effective only when it is accepted, this rule really is simple common sense.
- *Feedback should be well-timed.* If the receiver of feedback is upset or if the feedback concerns an incident long past, then the likelihood of that feedback being accepted is greatly reduced.
- *Feedback should be personal.* When giving feedback, the giver should make it clear that the feedback concerns his/her response to a behavior and is not the response of other group members.

HAVING PERMISSION TO EXPRESS STRONG FEELINGS

This refers to the opportunity to express feelings that participants have in a group. Because strong social sanctions exist against expressing feelings, the group may be the first place the participants are encouraged to express rather than hide these feelings.

Of course, we are products of our society; therefore, many members are reluctant to express feelings and may even condemn others for expressing them. Establishing an atmosphere conducive to expression of feelings may be a very long task. Several norms are essential if such an atmosphere is to develop. Perhaps the most important norm is risk-taking--members are encouraged to experiment, to try things they are afraid to do. The leader can model and encourage these behaviors. Norms of openness and trust are essential if risk-taking is to occur.

FEELING THAT YOU BELONG TO THE GROUP

Many people have few chances to feel that they belong. Many of the people who seek therapy consider themselves "misfits." A sense of belonging can be a novel and powerful experience for them. For this to develop, norms of acceptance (where each member is accepted as a person by each other member) must be fostered. Also of help in promoting a sense of belonging is an explicit rule of confidentiality, which can encourage group members to discuss very personal matters without fear that others will find out what they have said. An explicit rule of confidentiality also helps foster a climate of openness and trust.

GIVING FEEDBACK TO OTHERS

For many people, giving feedback to others is even harder than receiving it, particularly if the feedback is negative. Yet, giving feedback is probably the most effective way to change the way people act around you. Therefore, to practice in the group giving feedback that follows the norms discussed earlier is valuable. The skill of giving feedback can be taken from the group and applied to situations outside the group. Of all the factors to be discussed, the skill of giving effective feedback is probably the one that people can use the most outside of the group.

FINDING OUT OTHERS HAVE PROBLEMS LIKE YOURS

A common response when one has a problem is to withdraw and hide it from others. Encouraged by norms of openness, acceptance, and confidentiality, people can find it easier to express their problems within the group. Not surprisingly, many problems have a common base, so sharing them can help to decrease one's sense of isolation. Further, finding out that talking about problems is not too painful can help one deal with them in other situations.

GETTING SUPPORT FROM OTHERS

This curative factor translates directly into the norm of accepting group members as people. Social reinforcement not only builds confidence, it also makes continued interaction and exploration much easier. For people not in positions to receive much social support, support from the group can be especially powerful.

GIVING SUPPORT TO OTHERS

Giving can be as rewarding as receiving support. Giving support that the other person appreciates and values makes one feel good about oneself. This factor also is related to the norm of acceptance and of valuing group members and their contributions.

RECEIVING ADVICE OR IDEAS FROM OTHERS

It is interesting that this factor ranks last on the list because in many groups it is the most common type of communication. It assumes greater importance in relation to specific problems (e.g., being afraid of heights) and when the group has been together for a long time. When the members have become a potent group, the opportunity to practice new behaviors suggested by advice can be helpful. Like feedback, advice should be offered rather than forced.

SUMMARY

In short, the curative factors are fostered by a set of norms about which the leader should be sensitive. The leader can promote the norms by establishing them in a direct manner with the members, by modeling the desired behaviors, by giving reinforcement to members for adhering to them, or by any combination of these methods. Whatever the methods chosen, the leader especially should pay attention to norms on:

1. Feedback
    a. Specific
    b. Nonevaluative
    c. Offered
    d. Well-timed
    e. Personal
2. Risk-taking
3. Confidentiality
4. Openness
5. Acceptance

EXERCISE 12: CURRENT STATUS: A FEEDBACK ACTIVITY ON TRUST*

PURPOSE:

1. To promote an opportunity to give and receive feedback
2. To increase feelings of trust within the group
3. To illustrate some of the curative factors recently discussed
4. To model good group leader behavior

SETTING:

This exercise provides an experiential focus for the didactic material just reviewed. Group members can evaluate the trust they feel toward each other and have an opportunity to give and receive feedback.

MATERIALS:

- Pencils
- Current Status Inventory

PROCEDURE:

Fill out the Current Status Inventory. When everyone has finished, you may share your comments with others in the group. If you share your answers about likes and dislikes, explain what behaviors led you to make these choices.

In preparation for the discussion, consider the level of trust that has developed in the group and how it affects the amount of risk-taking that occurs. Also consider how you felt when you were giving or receiving feedback.

COMMENTS:

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*Reprinted from: John E. Jones and J. William Pfeiffer (Eds.), The 1977 Annual Handbook for Group Facilitators, La Jolla, CA: University Associates, 1977. Used with permission.

CURRENT STATUS INVENTORY

Name____ Date______________

Complete all the following questions. Your answers are confidential, but you may share any of your answers after completing this history.

1. How did you feel as the group began?

2. How do you feel right now?

3. Which person in this group do you feel most positively about right now?

4. Describe what makes you feel good about that person.

5. Toward whom in this group do you react most negatively right now?

6. Describe what that person does that produces this negative feeling.

7. What prevents you from being more open and honest in this group?

8. Which person in this group do you think feels most positively toward you right now?

9. Why do you feel that this person feels positively about you?

10. Which person in this group do you think feels most negatively about you right now?

11. Why do you feel that this person experiences negative feelings toward you?

MODULE 6
STAGES OF GROUP GROWTH

This is the final module that deals with the theoretical issues in group dynamics. It is designed to introduce the idea that a group grows in a predictable way and to illustrate that idea by closing with an exercise similar to the one with which the section began.

GOALS:

1. To introduce the stages of group growth
2. To identify the behaviors characteristic of each stage
3. To help the participants identify the stage of growth of the training group

OBJECTIVES:

1. Each participant will list in the correct order the stages of growth used in this workshop.
2. Each participant will produce one behavior characteristic of each substage.

EXERCISE 13: OUR GROWING GROUP II*

PURPOSE:

1. To gauge the changes that have occurred in the group from the acquaintanceship period to the present
2. To introduce the concept of group growth
3. To give the group an opportunity to evaluate the stage of development in which it is now working

SETTING:

Since the last time the Group Growth Scale was checked, much has happened. Checking the Scale now gives group members a chance to examine any changes in the group. It also helps to introduce the concept of group growth.

MATERIALS:

- Group Growth Scale
- Newsprint and Markers

PROCEDURE:

Use the Group Growth Scale in your manuals to rate the training group. These will be compared to the rating of the first form. With the group, discuss the stages of group growth.

The differences in the two forms will be outlined on newsprint by the leader (trainer). Discuss these differences and, with the group, evaluate the present stage of the group's growth.

COMMENTS:

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*Training Volunteer Leaders, op. cit.

GROUP GROWTH SCALE*

Circle the number that most accurately describes your feeling.

1. How clear are group goals?

1	2	3	4	5
no apparent goals	goal confusion, uncertainty or conflict	average goal clarity	goals mostly clear	goals very clear

2. How much trust and openness is there in the group?

1	2	3	4	5
distrust, a closed group	little trust, defensiveness	average trust and openness	considerable trust and openness	remarkable trust and openness

3. How well do group members listen to each other?

1	2	3	4	5
little or no listening in group	most do not listen well to others	average listening	most members do listen well to others	all members listen intently to each other

4. How much attention is paid to process (the way the group is working?)

1	2	3	4	5
no attention to process	little attention to process	some concern with group process	a fair balance between content and process	very concerned with process

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*Training Volunteer Leaders, op. cit.

5. How are group leadership goals met?

1	2	3	4	5
not met, drifting	leadership concentrated in one person	some leadership sharing	leadership functions distributed	leadership needs met creatively and flexibly

6. How are group decisions made?

1	2	3	4	5
no decisions could be reached	made by a few	majority vote	attempts at integrating minority vote	full participation and tested consensus

7. How well are group resources used?

1	2	3	4	5
one or two contributed but deviants silent	several tried to contribute but were discouraged	average use of group resources	group resources well used and encouraged	group resources fully and effectively used

8. How much loyalty and sense of belonging to the group is there?

1	2	3	4	5
members have no group loyalty or sense of belonging	members not close but some friendly relations	about average sense of belonging	some warm sense of belonging	strong sense of belonging among members

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LECTURETTE 5: STAGES OF GROUP GROWTH

There are several reasons why familiarity with the different stages of group growth is important. First, because groups go through a fairly established set of stages, this familiarity can aid in understanding what a group is. Second, because certain topic areas are associated with each stage, awareness of the stages can help the leader anticipate potential problems. Third, by anticipating the problems, and keeping in mind the stage of the group, the leader can intervene where it will be most beneficial to the group. Finally, by being aware of the stage of growth, the leader can put many of the difficulties involved in group therapy in their proper perspective.

There are several different models of group growth. We will use a two-stage model, with each stage divided into two substages. Although stages are associated with the development of both task and maintenance behaviors, we will focus on the growth of personal relations.

STAGE I: DEVELOPING

In the Developing Stage, norms and relative positions among the various group members are established. The leader's general goals during this period are to facilitate the development of cohesiveness and to allow the group members to interact without too much direction. Often, considerable conflict will exist among the members. At issue in most of these conflicts are questions of authority. In the following substages--Acquaintance and Groundwork--we examine in more detail what occurs in the Developing Stage of the group.

Acquaintance

In the beginning of the group, the group members are in the uncomfortable position of being introduced to relative strangers with whom they will share some very personal moments. This is a threatening atmosphere that often brings out some rather predictable behaviors. For instance, people will try to be nice to each other and to avoid expressing hostility. They will try to get to know each other superficially to get an idea of how each fits in the group. Some members may try to put on a show; others will be very open. The group often depends heavily on the leader. Accordingly, the leader may be asked to set the norms, establish the goals, and lead the members through the confusion they feel. They are concerned about why they are in the group, what they are supposed to do, how they are going to do it.

Groundwork

The second phase generally is characterized by conflict. There are several reasons for conflict to emerge. One is simply the intensity of small group interaction; many unresolved problems seem to emerge at this point. Frequently, these include conflicts concerning authority and the tensions encountered when people try to get to know one another on a very personal level. Authority problems place great stress on the leader, often threatening to develop into competitive situations that can have no winner. Many groups break up at this point, because the same conflicts can arise time and time again. The tensions arising among members often center around issues of sharing, and considerable time is required for the members to establish roles with which they feel comfortable.

STAGE II: POTENCY

In the Potency Stage of the group, the authority issues largely have been resolved. The group members no longer rely solely on the leader for direction and they have become aware of their relative positions in the group. The members are aware of the process issues that underlie interactions and generally are capable of identifying these issues without the help of the leader. The different issues involved are examined more closely in the substages, Working and Closing.

Working

Eventually, group members realize that conflict is counterproductive and move to resolve it. The resolution of the conflict period is marked by the development of cohesion among the group members. Because the group has worked through interpersonal conflict, a sense of accomplishment also seems to be involved. And because the group members "feel good" about the group, the most work can be done during this stage. Members can begin sharing ideas and feelings, giving feedback to others, and requesting feedback about themselves. At this point the atmosphere can become open and trusting, with increased risk-taking. Occasionally, participants will want to celebrate and to stop working at this point, so the leader must be sensitive to developments that will lead the group away from its task.

Closing

Groups typically do not reach this stage. At closing, group members do not feel as bound to the group as they did, but each is capable of taking risks and giving feedback in a productive manner. In therapy groups, members may start to experiment with new behaviors in the group. Members may offer behavior "prescriptions" or advice and expect it to be well received. During this stage, group members also may experiment with new behaviors outside the group; and lessons learned in the group are transferred to the outside world.

In this stage, the group members will decide that continuation of the group is not really necessary. When this occurs, the group may regain some of the attraction and cohesiveness of the third substage, creating the final problem of how to say good-bye. The group that has survived up to this point also will survive the good-byes.

SUMMARY

Each of these stages appears regularly in the growing group. Certain problems, however, will continue to emerge even when the stage that they characterize has passed. In particular, the problems of leadership and of challenges to the leader's authority can occur many times. If the leader understands the differences among the various stages of growth, he/she can respond to the same issue in different ways. During the Groundwork Substage, the leader may not want to make a self-disclosure in response to a demand from one of the members, but may decide to do so during the Working Substage. Knowledge of the stages of a growing group can help the leader promote growth for his/her group.

OVERVIEW UNIT III:
THE ROLE OF THE GROUP FACILITATOR

In this section, skills and knowledge are presented that help the leader facilitate the growth of the group and the group members. By this time, participants should be familiar enough with the issues in group dynamics and with each other to be able to take risks and give and receive feedback, conditions necessary for the exercises to be effective.

The concept of leadership and the issues involved in leadership styles as well as the basic leadership functions are examined. Through a structured leadership activity and through feedback from others, participants are encouraged to examine their own and others' leadership qualities. Also included is a discussion on different leadership styles--an important topic for any leader.

MODULE 7: SELECTING MEMBERS FOR A GROUP

In this module, we turn to the initial task of a group leader: selecting members for a group.

GOALS:

1. To introduce the issue of homogeneity and heterogeneity in selecting group members
2. To introduce problems that can be treated best by groups or by one-to-one counseling
3. To provide participants with some information about what to find out in interviewing clients for group membership

OBJECTIVES:

1. Each participant will classify eight hypothetical clients into two homogeneous groups.
2. Each participant will list at least two conditions in which group counseling is preferred over individual counseling.

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EXERCISE 14: GROUP COMPOSITION: A SELECTION ACTIVITY*

PURPOSE:

1. To introduce the topic of selecting group members
2. To assist facilitators in identifying their biases about group composition
3. To introduce the homogeneity/heterogeneity issue in group composition

SETTING:

This is the first exercise in the section on selecting group members. It is designed to help participants identify their values and preferences in the selection of group members. And it is a useful introduction to the basic issue of homogeneity and heterogeneity of therapy group members.

MATERIALS:

- Group Composition Candidate Profile Sheet
- Newsprint and Markers
- Paper and Pencil

PROCEDURE:

In this exercise, you will select imaginary candidates for two therapy groups. You have ten minutes to study the Group Composition Candidate Profile Sheet in your manual.

After ten minutes, organize into groups of three to six members. Working with your small group, divide the candidates into two groups. Selection is to be by consensus.

After your group has reached a decision, rejoin the large group. Compare your selection of members with those of other small groups. During the discussion, consider what values led you to select the candidates for each group, especially when you selected candidates for the same group who have little in common.

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*Reprinted from: J. William Pfeiffer and John E. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Training, Volume V. La Jolla, CA: University Associates, 1975. Used with permission.

COMMENTS:

1. Similarity and differences among candidates

2. Homogeneity and heterogeneity

3. Consider how the group you formed might fare.

   a. What combinations of members would make groups not likely to work?

   b. What members would make up the most homogeneous group?

   c. What members would make up a very heterogeneous group?

   d. Would it be a good idea to have all group members of the same sex? Of the same age?

GROUP COMPOSITION CANDIDATE PROFILE SHEET

STAN

White, male, age twenty-four, plays on the taxi squad for a professional football team and works as a part-time bartender; no religion.

"As far as politics go, I think we need somebody in our country to stop the march of communism."

"I dig sex. Sex is what women think about when I'm around. I never stayed with a woman after she didn't satisfy me any more. There isn't a woman I couldn't satisfy. Don't ask me about homosexual stuff--those dudes really bug me."

"I'm going to make the team one of these days. If I don't make it this season, maybe I'll jump to Canada. I never finished my degree at Southern. I must have gone to seven different schools--those egghead types don't know about real life. So I'll need to make money playing pro ball to open a bar."

Physical Description

Stan is six feet, four inches tall, weighs 244 pounds. He looks like the lineman that he is.

Personal Concern

Stan expresses uneasiness about the way people respond to him. He thinks he is losing his friends. He is bothered about his legal difficulties--six arrests in the past two years for the "minor" offenses of passing bad checks and possession of marijuana. He is not interested in his relationships with women because he sees them only as sexual objects, but he is concerned that his male friends regard him as "an amimal" and are not aware of how sensitive he really is. He was in counseling several years ago, but says, "It didn't work out. I'm smarter than most of those guys."

WILL

White, male, age thirty; B.S. and M.S. in biochemistry; employed as director of an experimental lab by a research and development firm; married, no children; wife employed.

"I'm not sure about religion. I don't think about it much. I have never been interested in politics. I play classical guitar, and I hunt and fish. I like to be alone."

"My wife has recently been complaining about out marriage. I am not too interested in sex. I may have some homosexual tendencies but I don't see that as a problem--it's a choice I can make. I don't want any kids. My wife complains that we have few friends. I don't think we need more than two or three close friends."

Physical Description

Will is five feet, ten inches tall, weighs about 174 pounds. He has a neatly trimmed beard and moustache, dresses conservatively (somber suit, necktie), and projects a very neat and precise image.

Personal Concern

Will is concerned about his "poor relations with others." He displays irritability in his dealings with women. His wife has complained about her inability to talk with him without incurring his anger. He says that he can dissociate from himself and watch himself behave, but when he "re-enters" himself, he becomes very angry with the people who happen to be around. He would like to learn the reasons behind his anger and some ways to control it. Right now he prefers to be with his superiors in the company, because their position prevents him from getting angry with them.

ELLEN

White, female, age nineteen; liberal arts major at State University; has a B average.

"I've been in a lot of demonstrations for people's rights. I enjoy the excitement and the feeling that I am doing something that matters."

"I easily become sexually excited and often find new and exciting partners. I've been on the pill since I was fifteen, but I don't think there is any evil in making love."

"I want to get a helping job where I can be of use to people in trouble and also have time to write poetry that describes my view of the world. I want to be free to be me and to love."

Physical Description

Ellen is short, blonde, and somewhat heavy. She wears loose clothing and rarely wears shoes. Her clothing is usually covered with slogan-bearing buttons. Her hair is long and unkempt.

Personal Concern

Friends have reported that Ellen has been excessively frank with them, revealing the most intimate details of her life in an unsolicited way. She tries to elicit the same information from others. She began to display these high-disclosure tendencies six months ago, after an encounter weekend sponsored by a local church. A roommate whom she respects has urged her to get into a group, but Ellen does not think she has a problem.

IVAN

White, male, age twenty-six; married, one child (boy, six months); owns and operates a farm near a large city.

"I believe in the fellowship of the church and the sacred nature of the land. The farm is not doing too well, but as I get it changed over to truck-garden crops, it will do better. My wife cooks and cans a lot, and we are living an old-fashioned life. I think I would like to expand the farm so I can raise beef cattle in addition to the garden crops."

"A year ago, I had a brief affair and I feel pretty guilty about it. It happened only once, with a girl I didn't even know, and it has left me depressed and unhappy. Sometimes I get real suspicious, like someone is going to tell my wife about the affair. It would really break her heart if she knew."

Physical Description

Ivan is over six feet tall and is well-proportioned. He wears short hair and dresses in open-collar shirts and well-laundered jeans.

Personal Concern

Ivan is worried about his daydreaming and sexual fantasies, and he feels that this is interfering with his relationship with his wife. He has become impotent since his affair a year ago. Ivan reports that he was always awkward with women and that his wife was the only woman he had ever dated. Ivan says that he feels he has missed out on a lot by not dating other women, and he is beginning to feel uneasy about his whole life style.

CHARLEEN

White, female, age twenty-nine; B.A. (philsosphy); employed as newsletter editor in a manufacturing company; reports no hobbies or activities.

"I like the changes in the Catholic Church. I only wish I could take part in what is happening, but I seem to be mostly a spectator, not a participant. I tend to be liberal in politics but I'm really apathetic when it comes to action."

"I don't understand my own sex drives. A few years ago I had both lesbian and straight experiences. Now I don't have experiences at all, not even temptations. I have often wanted to try drugs, pot especially, but I don't seem to be able to muster the courage. My highly moral superego tells me it is not worth it."

"There is nothing distinguishing about me. I read a lot, spend a lot of time just thinking--alone. I wish I could teach in a junior college somewhere. I wanted to, but I felt I wouldn't be any good in the classroom."

Physical Description

Charleen is tall and thin. She has short red hair. She dresses neatly but in very bright colors and clashing combinations.

Personal Concern

Charleen complains that she cannot talk well with others. She reports that her mind wanders and that she cannot concentrate. She complains of loneliness and boredom and has no motivation to take an active part in anything. She was hospitalized briefly five years ago due to depression and a halfhearted suicide attempt.

LEN

Black, male, age forty-five; high school social studies teacher; married, no children; member of the Protestant Epsicopal Church.

"I still go to church, but it doesn't mean as much to me as it once did. I appreciate what some of the politicians have been trying to do for us, black and white alike, but some of them are opportunists. I try to teach my students to look at the man, as I do."

"I think my relationship with my wife is good. We have a good sexual relationship. She works hard to keep our home looking nice. I don't want her to work. I want to be the man in my house. I hope some day to go back to school to get a principal's credential. I surely don't want to teach in an inner-city school, though."

Physical Description

Len is six feet tall, weighs about 200 pounds. He has a light brown complexion. His hair is closely cropped; he has a thin moustache and wears glasses. He dresses conservatively.

Personal Concern

Len complains that he is lonely. He feels that his refusal to become involved in black political causes has cost him a lot of black friends. Most of his male friends have not married, and he feels that his marriage has also been an alienating force. He does not associate much with his colleagues because he is fearful that they see him only as a "token" black. He feels that his wife may be becoming bored with him, and he wants to learn how to cultivate relationships. Len says he is convinced that his "black experience" is as valid as those of blacks with a ghetto background. He reports that he feels "pretty satisfied--maybe too much so."

KAREN

White, female, age twenty-three; works part time as a clerk in an adult bookstore near a college campus; takes classes occasionally.

"So I was born a Jew, but I could care less. My parents think I'm dirt, but I think they are part of the establishment that is wrecking this country, so we don't see each other much. They are all for me as long as I am a good, husband-hunting little cutie, but when I want to go my own way, they jump all over me."

"I dig sex a lot. I make it with my man and with lots of other guys too. So what? I've been using drugs for quite a while. Maybe if we all tripped together we could get the establishment going right. I really don't know what to do with my life. I may not live to be thirty-five."

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Physical Description

Karen is "ordinary" looking. She dresses with studied slovenliness. She is a bit heavy and big-busted; her hair is relatively unkempt. She rarely smiles. She typically wears tight jeans and loose tops.

Personal Concern

Karen feels that other females resent her. She has no female friends. She reports that she sleeps with her boss and the other clerks, as well as with the man she is living with and his friends. Karen says she wants someone to help her become more persuasive because she feels a "call" to sell the world on tripping to find "perfect peace."

LOIS

White, female, age thirty-seven; married (to a stockbroker), two children; unemployed; graduate degree in social work.

"I enjoyed working after graduation, but I began to worry about some of the parts of town I was working in and I couldn't handle some of the remarks--you know what I mean. I met my husband after I had been working one year and I loved him, so I just figured it was time to settle down."

"I am in a lot of activities. I am involved in the Junior League and I also work for a local day-care center. We live in a suburb; I go to most of the council meetings. I am running for Democratic committeewoman this year."

"My husband and I socialize a lot, mostly with people from his work or from the club. Most of them are older than we are but they are all potential customers. And we see our families a lot. They live close by."

Physical Description

Lois is short and chunky. She has thick, long, black hair and looks more like a college freshman than a mother of two. She moves with considerable bounce; her voice is enthusiastic, though sometimes whiny.

Personal Concern

Lois has been complaining of boredom. She has been reading a lot of women's lib literature and has been wondering lately if she was wise to give up her job in social work. She is most concerned about developing relationships with women her own age.

EXERCISE 15: EVALUATING A CLIENT FOR COUNSELING

PURPOSE:

1. To introduce problems that indicate a client's potential to benefit more from individual than from group counseling
2. To introduce problems more appropriate to group counseling
3. To indicate problems handled equally well by individual and group counseling

SETTING:

The focus of this exercise is on diagnosing the problems that are and are not appropriate to group counseling--a further aid in selecting members effectively.

MATERIALS:

Newsprint and markers

PROCEDURE:

When choosing members for a group, you need to consider whether or not the person's problem was appropriate to group work. Now make a list of some of the problems that would not be appropriate to group work.

After you have completed this list, make one of problems that would be dealt with effectively in group counseling.

Finally, make a list of problems that can be treated equally well in both group and individual counseling.

COMMENTS:

1. Some indicators that individual counseling would be more appropriate:
    a.
    b.
    c.

d.

2. Indicators that group counseling would be more appropriate

   a.

   b.

   c.

   d.

3. Problems that can be dealt with effectively by either group or individual therapy

   a.

   b.

   c.

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LECTURETTE 6: INTERVIEWING GROUP MEMBERS

To increase the chances to have a successful group, the leader may want to schedule an interview with each candidate for the group. A pregroup interview can provide several valuable functions. First, the interview can help the leader decide whether or not a candidate is appropriate for the group. Second, a pregroup interview can be used to educate potential members about what to expect from the group experience and how to benefit most from it.

In screening potential members for a group, the first part of the interview can be directed at determining the nature of the candidate's problem using the problem sheet generated in Exercise 15. In general, if the client's problems are largely interpersonal and he/she could benefit from the feedback of other group members, then his/her chances of success in a group can be considered fairly good. This kind of information can be uncovered better in an interview than by reviewing a client's case record.

Often, the leader can make his/her decision during the interview. Occasionally, he/she may want to think about a client's suitability for a group for several days. In either case, the client who is accepted should be prepared for entering the group either later in the first interview or in a second interview. Such preparation has been shown to increase the chances for a successful group.

Preparation of a client for membership in a group should focus on four related areas. First and most important, the leader will want to help the candidate form realistic expectations for the group experience. That is, candidates should be aware that they will experience gratification from some group interactions and discomfort from others. Persistent efforts directed at resolving conflicts, however, probably will lead to benefits.

Second, the prospective client should be told about the behaviors that the leader has found to be especially constructive in resolving conflicts and in discussing issues. These behaviors include self-disclosure, giving interpersonal feedback, and confronting other group members about their behaviors in the group. In general, the leader will want to communicate clearly that the main focus of the group will be on how members interact within the group setting.

The leader also should pay explicit attention to the norms that he/she would like to have operating in the group. If the group is to function well, helpful norms must be established, and helping potential members understand such norms is an effective way to ensure that they develop. Especially important norms include those for good feedback, for risk-taking behaviors, for confidentiality concerning topics discussed during the group, for openness, and for acceptance (see Lecturette 4, pp. 52 for further discussion of these norms).

The final point to be discussed concerns the responsibility for the client's improvement during the group. Many clients begin a group thinking that the leader will "fix" them and make them better. It should be made clear, however, that the responsibility for change and improvement lies with the client and not the leader.

If a candidate is chosen to take a place in an ongoing group, he/she should be prepared for this. Groups may be reluctant to accept a newcomer who will not have been a part of the problems and tension that typically occur in the early stages of a group. The client should be prepared for the possibility that attempts to define his/her role may be met with hostility in the group. Further, the newcomer should be made aware of the norms, the goals, and even the jargon the group has developed. Finally, the group leader may want to schedule a few one-to-one interviews with the newcomer in order to ease his/her entry into the group.

MODULE 8: LEADERSHIP

This module provides a general introduction to the issue of leadership. Because the rest of the workshop is directed toward specific problems that leaders face, the material here provides an overview of the topic and provides group members with specific feedback on their styles of interacting within the group.

GOALS:

1. To provide participants with an introduction to the concept of leadership
2. To help participants understand the functions of group leadership
3. To give the participants a chance to give each other personal feedback on the roles they have assumed in the group
4. To distinguish the qualities of good and bad leadership
5. To explore the conditions in groups that favor different styles of leadership
6. To introduce and discuss the values of different leader self-disclosures within a group setting.

OBJECTIVES:

1. Each participant will rate himself or herself on his/her effectiveness as a facilitator of personal growth.
2. Each participant will receive feedback from others on his/her effectiveness as a facilitator of personal growth.
3. Each participant will note at least one area in which he/she can improve his/her leadership-related behavior.
4. Participants will produce a list of at least four behaviors associated with good leadership.
5. Participants will produce a list of at least three behaviors associated with bad leadership.
6. Participants will rate the helpfulness of a variety of self-disclosures.

EXERCISE 16: BRAINSTORMING GOOD AND BAD QUALITIES OF A LEADER

PURPOSE:

1. To clarify leadership qualities
2. To identify the characteristics associated with good and bad leadership

SETTING:

This exercise provides a description of specific leadership qualities and gives the group members a chance to step back from the personal involvement of the previous exercise.

MATERIALS:

- Newsprint
- Markers

PROCEDURE:

With the other group members, list some of the characteristics of a good group leader and discuss these. Next, list the qualities of a bad leader and discuss them.

COMMENTS:

1. Qualities of a good group leader:

2. Qualities of a bad group leader:

EXERCISE 17: GROUP LEADER SELF-DISCLOSURE*

PURPOSE:

1. To introduce the concept of self-disclosure
2. To provoke discussion of different self-disclosures that may or may not be appropriate

SETTING:

In this exercise, another way in which leaders vary is examined.

MATERIALS:

- Self-Disclosure Scale
- Pencils

PROCEDURE:

Respond to the 10-item Self-Disclosure Scale in your manual. Then participate in a discussion about the appropriateness of self-disclosure in different situations.

COMMENTS:

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*Reprinted from: John E. Jones and J. William Pfeiffer (Eds.), The 1977 Annual Handbook for Group Facilitators, La Jolla, CA: University Associate, 1977. Used with permission.

SELF-DISCLOSURE SCALE

Indicate how helpful or harmful you think it would be for you to share each statement below within the context of your group sessions. Before each item, write the number on the continuum (1 to 7) that best represents your thoughts about the appropriateness of that self-disclosure. Respond according to your own beliefs rather than to the way you think others might respond. Also, respond as if each disclosure were true for you.

1	2	3	4	5	6	7
Very Helpful	Helpful		Not Helpful or Harmful		Harmful	Very Harmful

Topics I might share with the group:

____1. Feelings of anxiety or uncertainty about what's happening in the group

____2. Doubts about my competence in leading groups

____3. Anger toward a group member

____4. Feeling happy about the progress that the group or its members are making

____5. Special feelings of affection toward a specific group member

____6. Questions about my emotional stability

____7. The admission that I have conflicts that are similar to those of my group members

____8. My boredom with the group

____9. Things in the present or past about which I feel ashamed or guilty

____10. Difficulty in expressing myself when I get angry

EXERCISE 18: HANDMIRRORING*

PURPOSE:

1. To present more information on the topic of leadership
2. To illustrate that leadership requires cooperation
3. To energize the group

SETTING:

This exercise is designed to illustrate how leadership operates in a very simple situation. Because the exercise is short and enjoyable, it is a good way to introduce a rather difficult topic.

MATERIALS:

None

PROCEDURE:

You will work in pairs standing and facing each other about three feet apart. Put your hands up in front of you. Each of you is to move your hands so that they form a mirror image of the other person's. DO NOT TALK DURING THE EXERCISE.

After the exercise, discuss how you felt as leader and follower.

COMMENTS:

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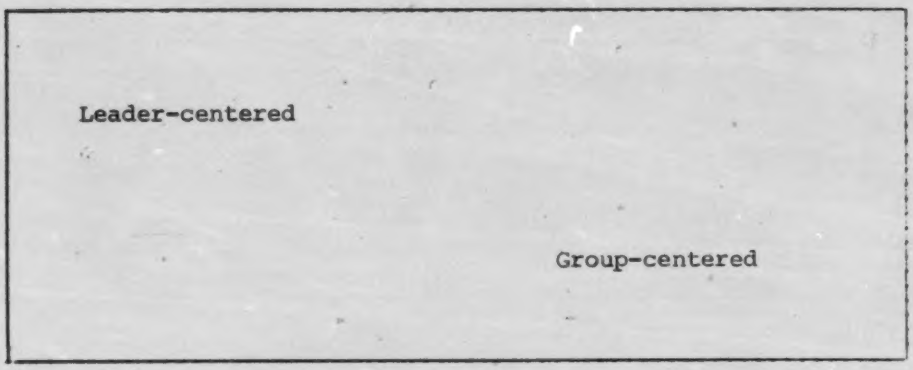
*Schmuck, R.A.; Runkel, P.J.; Saturn, S.L.; Mantell, R.T.; and Derr, C.B. Second Handbook of Organization Development in Schools, Palo Alto: Mayfield Publishing Company, 1977.

LECTURETTE 7: LEADERSHIP STYLES

We have spoken of leadership as if it were a single phenomenon. In one exercise, we discussed good and bad qualities of a leader. Now we must note that a leader's good qualities can be exemplified in a wide variety of ways, using various leadership styles.

Styles of leadership can vary from autocratic to laissez-faire, from a style in which decisions are made only by the leader to one in which decisions are made only by the group. If we represent these styles graphically, they look something like this (Napier and Gershenfeld, 1973):



Leader decides, announces decision (autocratic)	*Leader presents tentative idea, subject to change (democratic)*	*Group defines boundaries and decides (laissez-faire)*

In the extreme leader-oriented (autocratic) style, the leader determines the problems and makes the final decision. He/she is often concerned that the group functions efficiently and accomplishes the tasks set before it. The process of the group, or how the members work together, is of little interest to the autocrat. This leader focuses almost exclusively on content.

In the extreme group-oriented (laissez-faire) approach, the group is allowed to determine the problems and to make the decisions. This leader keeps a very low profile and is content to let the group set its own course. To the laissez-faire leader, the end result is much less important than the question of how the group gets there.

In between the two extremes are any number of combinations of group and leader orientation. Most often, the style of a group leader is somewhere in the middle--such a leader might determine the area on which the group should focus and then will help the group work through the issue.

Although everyone has a style of leading with which he/she is most comfortable, conditions often exist that create pressures to adopt a more leader-centered or group-centered approach. *Factors that generally favor greater leader involvement are the following:*

1. *The urgency of the problem:* When a decision *must* be reached quickly, the leader may need to make the decision. Decisions made by the leader are usually reached more quickly than are decisions made by the group.

2. *Lack of group skills:* When a group has not developed a system for processing issues or is unclear about its goals, the leader is likely to assume a larger role.

3. *Expectations of the leader:* In many groups, members have unrealistic expectations of what the leader can do for them. Soemtimes the group will pressure the leader (as the "expert") to make decisions for them.

4. *Leader discomfort:* The novice leader, especially, may feel uncomfortable when he/she perceives that nothing is happening in the group. A common response to this is to try to initiate some activity by taking charge.

Parallel conditions exist that promote greater involvement by the group.

1. *No time pressure:* If a group has no time limits, the leader can afford to sit and wait until the tension level of the group rises and the group initiates its own activity.

2. *Group skills:* When a group is established and the members trust each other and are comfortable in their roles, the leader often can stay in the background and let the group lead itself. But even this mature group may require direction from the leader if it becomes counterproductive.

3. *Group potency:* When the group has developed a cohesiveness, the members often will not rely on the leader, but will look for leadership from within the group.

4. *Leader comfort:* The leader who has been through uncomfortable situations before is likely to be less threatened when they recur. He/she may choose so sit back and allow tensions to build to the point where the group must examine the problem.

The question of appropriate leadership styles arises in every group. Of course, many factors are specific to each group (for example, the composition of the group) and these affect the style of leadership. But many groups also progress through stages where different functions may be required of the leader. For instance, in the early stages of a group, the leader may have to be more directive, setting norms and goals and helping the members get acquainted. The leader must be careful, though, not to establish a precedent where the members rely on him/her to resolve group issues. Then, at a later stage, the leader may want to become more nondirective and let the group resolve its problems through procedures established since the group's inception.

No leadership style can be considered foolproof. A directive leader probably will be confronted with aggressive and blocking behavior and challenges to his/her authority. The nondirective leader will encounter demands for more structure by group members. The effective group leader must be aware of the different leadership strategies appropriate to the stage of group growth and to the problems the group is facing. Finally, he/she must realize that, even with appropriate leadership, tensions are bound to arise occasionally. Although these tensions can make the leader uncomfortable, they often are helpful in promoting group growth.

EXERCISE 19: WHAT IS MY ROLE IN THE GROUP?*

PURPOSE:

1. To provide an opportunity for group members to give and receive feedback about their perceived roles in the group
2. To develop data on the qualities usually associated with leadership
3. To model good group leader behavior

SETTING:

This is the second of three feedback sessions involving a process-oriented group. Because group members have worked together for several days, they may be more willing to exchange honest and critical feedback. This exercise is also designed to elicit information on what qualities usually are associated with leadership.

MATERIALS:

- Behavioral Description Questionnaire
- Pencils
- Newsprint
- Marker

PROCEDURE:

Fill in the names of the group members in the questionnaire in your manual. Remember that members of a group fulfill many different roles and that knowing what others see as your strengths and weaknesses can be useful feedback. Complete the questionnaire, rating all group members, including yourself. Then give feedback to one or more of the other members and receive feedback from them.

After a discussion based on the data gleaned from this exercise about the characteristics of a leader, consider the discrepancies

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*Napier and Gershenfeld, op. Cit.

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in the way you see yourself and the way others see you.

COMMENTS:

BEHAVIORAL DESCRIPTION QUESTIONNAIRE*

For each description, place check marks in the columns corresponding to members who have displayed the behavior most often in the group. Be sure to include yourself. Try to check only one or two people for each item.

Members' Names

1. S/he was an "idea man" in the group, suggesting new ways of handling the group's problems											
2. S/he was concerned frequently with his/her own ideas and viewpoint.											
3. S/he interrupted others when they were speaking.											
4. S/he listened well to others' contributions.											
5. S/he was an aloof sort of person.											
6. S/he was the real leader of the group.											
7. S/he worked well with others in the group.											
8. S/he kept the group from straying too far from the topic.											
9. S/he was sometimes disruptive to the group.											

*C.G. Morris and J.R. Hackman, "Behavioral Correlates of Perceived Leadership, "Journal of Personality and Social Psychology, Washington: American Psychological Association, 1969, 13, 350-361

Members' Names

10. S/he seemed to be a tense, nervous person.											
11. S/he was willing to take risks giving feedback to others.											
12. S/he attended to the atmosphere in the group and the way the group was working											

MODULE 9: INTERVENTIONS

One of the most important functions of the leader is to intervene in the group when he/she recognizes that a change in focus would help the group grow. Knowing when and how to intervene can be difficult in the complex environment of the group. The remaining sections are concerned with the development of that skill.

GOALS:

1. To introduce the concept of intervention
2. To provide a model that the participant can use when choosing what intervention to make
3. To provide practice in making an intervention

OBJECTIVES:

1. Each participant will identify three process issues that are often the focus of interventions.
2. Each participant will produce an intervention in response to a simulated group incident.

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EXERCISE 20: INTERVENTION FISHBOWL

PURPOSE:

1. To introduce the concept of intervention
2. To provide practice in observing behavior that may require an intervention

SETTING:

In Modules 7 and 8, the concept of leadership and the process of group selection were considered. Of course, the most important function of the leader is to facilitate the growth of the group. In this module, the behaviors used by leaders to facilitate growth--interventions--are introduced.

MATERIALS:

Process Observation Sheets

PROCEDURE:

This exercise is in two parts. The first part is designed to demonstrate the process variables that often signal the need for an intervention. The second part provides practice in making the intervention.

PART ONE

In the first half of the exercise, four to eight participants volunteer to participate in the fishbowl. If you are not a volunteer, you will use the Process Observation Sheet while observing the process variables occurring in the group. If you are a volunteer inside the fishbowl, you will be given a task to work on and five to ten minutes to complete it.

After this fishbowl, discuss with the group the process that occurred.

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PART TWO

In this second fishbowl, exchange roles: if you were an observer in Part One, you will now be in the fishbowl and vice versa. Those in the fishbowl work on a new task. An empty chair is left in the circle so that an observer can intervene if he/she sees that the inner group is not functioning effectively. You will have ten to fifteen minutes to complete this fishbowl.

Finally, discuss any interventions that occurred.

COMMENTS:

PROCESS OBSERVATION SHEET

(Note any comments about the behavior of the person you are observing on the back of this sheet.)

GOALS

1. To what extent did the members act as if they shared the same goals?

1	2	3	4	5
did not appear to share any goals	a few members had shared goals	average shared goals	goals were shared by most members	excellent sharing, everyone shared goals

ATMOSPHERE

2. What was the overall tone of feeling in the meeting?

1	2	3	4	5
hostile and competitive, signs of anger	defensive and inhibitive, members were afraid to take risks	average cooperation, limited amount of sharing of feeling	above average cooperation most members appeared fairly relaxed	very cooperative and open, members appeared to value others' contributions

PARTICIPATION

3. What was the level of participation in the group?

1	2	3	4	5
extremely low, most members didn't participate, one person monopolized	low, several members dominated discussion	average participation, most had a little to say	above average, most contributed to the discussion	high, all participated actively in the discussion

TASK

4. How relevant were the contributions to the task?

1	2	3	4	5
low, contributions were off the track and self-serving, topic discussed not what goal indicated	a little, most contributions were off the mark	average, there was a mixture of relevant and irrelevant comments	above average, most comments were relevant	high, almost all comments were relevant to task

TASK VS. MAINTENANCE

5. Were the comments mainly factual (task-oriented) or were they aimed mostly at how the group was functioning (process)?

1	2	3	4	5
all task	mainly task, some process	about equal task and process	mainly process, some task	all process

DECISION-MAKING

6. How were decisions made?

1	2	3	4	5
by one person	by two, one person suggesting and the other supporting	majority, with minority views not expressed	majority, with minority opinion integrated	consensus, agreement by all

LECTURETTE 8: INTERVENTIONS

INTRODUCTION AND DEFINITION

An intervention is any behavior that is intended to help the group focus its activity along more productive channels. The group may reject the intervention, but the behavior is still an intervention as long as change was intended. From the leader's point of view, an intervention requires three steps: (1) deciding what is happening in the group, (2) deciding what the leader would like to have happen, and (3) doing something to encourage the change.

Perhaps a few examples of interventions will clarify what we mean. One common format for an intervention is: "I hear John saying... I wonder what the other members think of this?" Using this intervention, the leader can focus on a member's statement, try to interpret it for the group, and involve the other members in a discussion of it. Another intervention used frequently is questioning--bringing out a hidden issue and asking members to comment. A final example is the leader self-disclosure, in which he/she reveals some of his/her feelings about a situation in order to change the discussion from content to feelings. This maneuver often effectively averts a conflict between the leader and a member; for example, the group leader may respond to an attack by a member for lack of direction: "I feel uncomfortable when you ask me to tell the group what to do. It sounds like you're not sure where we're going. I think it would be better if the members decided for themselves what direction the group should take."

Interventions occur at critical or "choice" points in group activity. At these points, effective interventions by the leader can have a significant impact on group development. The leader must have a framework for making intervention decisions. In the next section we examine some of the factors that affect these decisions.

WHAT TO OBSERVE

An unlimited number of events in the life of a group can prompt an intervention by the leader. This section is not intended to list the different events, but to indicate process issues that often require some attention.

Several variables noted on the Process Observation Sheet can be signals of the need for an intervention. *Atmosphere* is one important issue. Although some hostility or discomfort can be productive, a hostile atmosphere that exists for a long period can interfere with group growth. An intervention that provokes discussion about this atmosphere can help group members work through reasons for the discomfort.

Another process variable that can be a key to interventions is the level of participation in group activity. A situation in which several people continue to dominate or withdraw might require intervention by the leader. On the other hand, variations from an established pattern of behavior also might require an intervention.

The leader also should be aware that a discussion about an outside topic may be relevant to the group. For instance, a member might express hostility toward a group leader by talking about his/her boss at work. But the leader should note that persistent small talk can be a way for members to avoid talking about group-related matters.

WHEN TO INTERVENE

Because interventions are a powerful technique, the group leader must know not only what to look for but also when to intervene. A few guidelines can help make the interventions effective and well-timed.

When the leader observes some difficulties in the group's functioning, he/she may want to focus the group members' attention on these difficulties by making a process intervention. Because process-related problems affect every aspect of a group's functioning, attention to such issues is essential and can have multiple effects. Failure to consider ongoing process issues can inhibit group interaction and block the development of open communication.

One of the most difficult tasks of a group leader is to focus the attention of a group on process issues when the members would like to avoid them. Members often avoid these issues by talking about safe topics, by not responding to an intervention, or by trying to change the topic before a discussion of the current issue has been concluded. Consequently, a very important function of the group leader is managerial: to focus the group's attention on a relevant process issue until the leader is satisfied that the group has finished with it. The group leader also should pay attention to whether or not the discussion is becoming unconstructive or repetitive and should be prepared to suggest that the group move on to other topics. Although leader interventions that redirect the group's focus can provoke hostility from group members, attention must be paid to process difficulties before the group can move constructively to other areas. Hence, the leader should intervene when such issues are actively avoided.

Immediate goals the leader has for the group also can guide him/her in deciding when to intervene. Where these goals are not being met, an intervention may be required. For example, if the leader's goal in the early stages is to increase participation and only a few members are talking, interventions designed to bring silent members into the discussion may be appropriate. Setting goals before the group meets can help the leader to choose interventions.

The leader should be prepared for unsuccessful interventions even when he/she thinks they are well-timed and appropriate. The lack of response by the group often will indicate that the group isn't at the stage the leader thinks it is. This can be important information. The leader also should remember that groups are resilient--that an intervention that fails will not stop the group's growth and that the issue, if important, is likely to arise again.

Interventions should not be used too frequently. The leader should recognize that some tension and discomfort are necessary if the group is to grow. A group in which the leader intervenes often may become too dependent and never grow beyond the early stages.

The leader should remember that interventions made by a group member are more potent than those made by the leader. Such interventions involve risk-taking by the member and can promote risk-taking by other members and growth in the group.

The decision by the leader to remain silent during a critical point can be very productive. Silence can raise the tension level of the group and can prompt behaviors that would not occur in a group in which the leader tries to avoid tension. The leader should recognize, however, that remaining silent can be very difficult when group pressure increases.

TYPES OF INTERVENTIONS

The leader who has decided to intervene must choose the intervention that he/she thinks is most likely to accomplish his/her goal. An intervention can be considered in terms of three things: the focus of the intervention, the immediacy of the intervention, and the degree of responsibility for growth put on the group itself.

The Focus of the Intervention

The first dimension is the focus of the intervention: whether the leader's response is directed at the whole group, at interpersonal behavior, or at individual behavior. By focusing on these different levels, the leader can elicit very different responses. For instance, a group-focused intervention is likely to draw the attention of *all* the members of the group to the question of how the *group* is functioning. There is relatively little pressure on any single group member to respond. On the other end of the spectrum is the intervention focused on the individual. This approach often provokes some defensiveness from the individual and a decrease in group participation. Inter-personally oriented interventions are focused on the relationship of two or more group members and tend to elicit responses somewhere in between those discussed above.

The kind of focus chosen should reflect both the leader's opinion of what the group can tolerate and his/her immediate goals. For instance, in the early stages of group life, many leaders concentrate on group-oriented issues to help establish norms and develop an atmosphere conducive to growth. Because members often are very defensive at this stage, individual interventions probably should be used infrequently. As the group develops, of course, the goals change and the defensiveness decreases. The leader continually must reevaluate the appropriateness of his/her interventions.

Immediacy

Interventions may vary in other aspects. A second dimension is really a composite of several dimensions: whether the intervention focuses on content or process, whether the intervention deals with the "here-and-now" or with things that have occurred outside of the group or in the past, and whether the intervention is concerned more with facts or feelings. These dimensions are not identical, but they are so similar that we will think of them as one dimension, called *immediacy*.

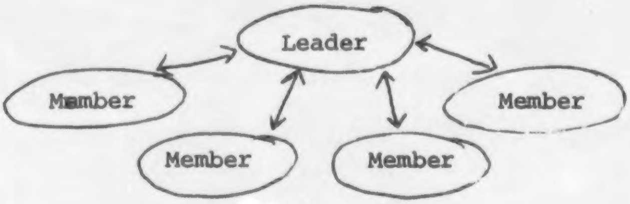
Generally things are pretty dull when the group focuses on topics from the past (my trip last year, a movie I saw). Emphasizing here-and-now topics will help the group be productive and exciting (what I'm feeling, what just happened in the group, what will we do next). The advantages of focusing on the present are many:

1. The group members don't just talk about problems, they act them out. Members become "entangled" with each other and can work things out as they occur.

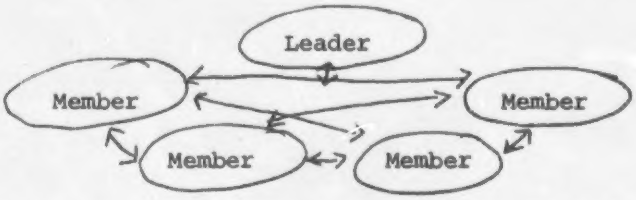
2. The learning that takes place is experiential.
3. Members learn to pay attention to what is going on at that moment. They become aware of their feelings as they occur.
4. Process conflicts and issues affect the functioning of the group. Failure to consider these conflicts and issues may block the group's progress and inhibit open interactions. Keeping the focus on immediate material helps the group members work through issues together and increases the cohesiveness of the group in the long run.

The Group's Responsibility

Another important way in which interventions vary is the degree of *responsibility for growth put on the group itself*. If the group leader keeps the focus on him/herself and takes responsibility for the group, the group members will be denied a lot of opportunities for growth. At one end are groups where most of the interactions take place with the leader, like this:



At the other end are groups in which most of the transactions are among group members, the leader intervening when needed:



This format is more exciting for the members and offers a better opportunity for them to learn about themselves and the way they interact with others. It also reduces their dependence on the leader and opens the way for a greater variety of interactions.

Summary

Thus, we have three dimensions on which to look at interventions:

1. Focus:

   Individual - interpersonal - group

2. Immediacy:

Content	Process
There-and-then	Here-and-now
Facts	Feelings

3. Responsibility:

Leader takes responsibility	Group members are responsible for the group
Encourages leader-member interactions	Encourages member-member interactions

These dimensions can be examined frequently during the training. The trainer should encourage the trainees to look at their own interventions in terms of these dimensions throughout the remainder of the training. *(Putting the dimensions on a flipchart or chalk board is a good idea.)*

EXERCISE 21: A SAMPLE INTERVENTION

PURPOSE:

To provide practice in using the model to make interventions

SETTING:

This is a straightforward example of a situation that requires an intervention. It is designed to provide practice before one encounters a real situation.

MATERIALS:

None

PROCEDURE:

Imagine that you are a leader in a small group that has met five times. The group has been struggling with problems of intimacy and risk. Several members have express dissatisfaction with the way you have been leading the group.

Today the group began with ten minutes of silence. Then some small talk started. You intervened by pointing out the behavior. After a short, awkward silence, Dan turns to you and says, "Damn it, there you go again, stopping us and criticizing us. If we don't talk, we're punished. If we do talk, you stop us and tell us that we're saying and doing the wrong things."

Then you answer, saying, "I appreciate your taking the risk to tell me how you're feeling. How do others react to Dan's feedback to me?"

Decide what the focus of this intervention is and how it ranks on immediacy and responsibility. Discuss this in the group.

Next, write an intervention for the situation that has an individual focus and is high on immediacy.

COMMENTS:

MODULE 10: PRACTICING INTERVENTIONS

A general introduction to an intervention model has been presented. This module is designed to provide useful information and practice in making interventions in simulated group settings.

GOALS:

1. To reintroduce a model of the stages of group growth
2. To provide practice in producing interventions and in giving feedback on them
3. To expose participants to situations that they might encounter when leading groups

OBJECTIVES:

1. Each participant will name the four substages presented in this model of group development and describe at least one behavior typical of each substage.
2. Each participant will produce at least three interventions that the trainer thinks would facilitate the growth of a group in response to incidents presented during the module.
3. Each participant will produce an intervention while acting as a temporary group facilitator.

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EXERCISE 22: PRACTICING INTERVENTIONS: DEVELOPING STAGE*

PURPOSE:

1. To provide practice in producing and identifying the focus, immediacy, and placement of responsibility of interventions

2. To expose group members to situations that they may encounter in a group

3. To give group members confidence in their ability to produce effective interventions

SETTING:

The intervention model and a model for the stages of group growth have been introduced. This series of role plays provides the opportunity for the integration of these two models. The incidents presented here were selected because they are often encountered in a beginning group.

MATERIALS:

- An optional set of videotape equipment**

- The group incident role play transcript or optional videotape

- Group Incident Role Play Transcripts

- Paper and pencil

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**The videotape is not included with this package. It can be ordered from the Office of Applied Psychological Services, Department of Psychology, University of Illinois at Chicago Circle, P.O. Box 4348, Chicago, Ill. 60680

PROCEDURE:

Several procedural options exist for these role plays. If the optional videotape is used, you will be asked to give your interventions at appropriate places. Very probably, some of you will be asked to role play the situations. Whatever the procedure, you will discuss your interventions in the group. During the discussion, consider the focus, immediacy, responsibility, and the likely outcome of each intervention.

COMMENTS:

ROLE PLAY TRANSCRIPT 1
GOING AROUND*

Five members of a new group are sitting around waiting to begin. There is some small talk and someone says:

Person 1: "Does anybody know when we're supposed to start?"

Someone else suggests:

Person 2: "Well, how about if we introduce ourselves to one another. We could go around the circle and tell a little bit about ourselves, maybe."

Person 1: "Okay. Sounds good. Why don't you start."

Person 2: "Uh, well, I'm Rosemary, and I had just gotten a job as a purchasing agent for Woolworth's, and uh, this is a big change for me. Um, I'm hoping that this group will help me."

Person 3: "My name is Mrs. Bowman, and my husband is a computer programmer. He just thought that this would be good for me."

Person 4: "My name is Dave."

Person 1: "I'm Barbara. I'm recently divorced and I'm sorta trying to get life together again."

Person 5: "I'm Ray and I'm a psychiatric aide (laugh) and I, I don't know, I'm beginning to feel a little more like my patients than an aide, so I kinda thought that, uh, I could get a little help here, too."

All the group members turn and look at the leader.

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ROLE PLAY TRANSCRIPT 2
PESSIMISTIC GLOOM*

Person 1: "The problems just seem still to be going on between my wife and me. I was hoping that we could get some advice, you know, from somebody in the group."

Person 2: "There doesn't seem to be much advice from this group."

Person 3: "You take this too seriously. You're not the only one with problems."

Person 1: "Yea, but look, we've been in this thing for over a month, over a month, and I don't feel like I've gotten anything out of it. I really, you know...everything is just as bad...it is worse than it was before."

Person 4: "Yea, ya know, you're right. Um, I used to enjoy coming to this, and now, I feel like I'm wasting my time. We're not doing anything constructive..."

Person 2: "We're all picky. We all pick on each other."

Person 3: "Yes! We noticed. Actually, if I had some excuse not to come--I just wouldn't."

Person 2: "I think the problem is we should start trusting each other."

Person 3: "Trust! Trust! I don't think we could ever learn to trust one another in this group."

Silence follows.

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ROLE PLAY TRANSCRIPT 3
FALSE START*

Person 1: "I feel terrible lately--it's like I'm falling apart. I don't know what to do. Things I touch--things I touch--I break. It's--I don't know, my life is just falling apart."

Person 2: "Um. Well, look at it this way--life is like a river. Sometimes it is straight and it is pretty easy. But sometimes it goes round a curve and it gets pretty rough. Sometimes it gets dry when it doesn't rain. But, uh, you know, eventually it does rain and things straighten out. Maybe you'll feel better."

Person 3: "Well, let's talk about our feelings here. Don't you think you have to talk about feelings in order to get at anything? I mean, we never seem to talk very much about our feelings."

Person 4: "Well, I have something to tell the group. Uh, well, never mind, you wouldn't be interested."

Person 5: "I just wish we had some goals in here. Um, it seems like we spend so much time and we don't do anything. I just wish we had something concrete we could do here when we came together."

Person 2: "I think that when people get together, they don't talk about things. I think people are holding back."

Silence follows.

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ROLE PLAY TRANSCRIPT 4
LOUD SILENCE*

There's an awkward silence; the group members are fidgeting and shuffling around when someone says:

Person 1: "Well, why don't we talk about something?"

There is more silence.

Person 2: "I think we need a little more structure. I think we need something to talk about."

More silence and shuffling.

Person 3: (To the leader) "Well! Why don't you do something about it?"

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ROLE PLAY TRANSCRIPT 5
LEADER OR MEMBER*

Person 1:	"The group has really helped me get in touch with these things. I feel really good about it."
All:	"Thank you."
Person 1:	"Um, really. It is great!"
Person 2:	"I feel I know something about everyone here. All except the leader."
Person 3:	(To the leader) "What about you? I'd like to know something about you."
Person 2:	(To the leader) "Yeah, I'd like to get to know you better, personally. Like, what kind of things do you like, or what bugs you?"
Person 4:	"Well, maybe the leader's not supposed to talk."
Person 3:	"Maybe. Still! (To the leader) You should be able to say something."

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ROLE PLAY TRANSCRIPT 6*
FLARE-UP

Person 1: (female) "I'm just having a terrible time with my husband. I have three children to bring up and he is absolutely no help at all. He stays out nights, and on weekends--he goes out and gets drunk every weekend. It's just hell--just hell."

Person 2: (female) "Well, I'm sorry to hear about that, Dorothy. But hearing about it makes me feel good because my Albert is just a wonderful man. He's always at home on time and he helps around the house and he's..."

Person 3: (Interrupting) "He's henpecked!"

Person 2: "Henpecked? What do you mean he's henpecked?"

Person 3: (With anger) "What do I mean by henpecked! Nagged, nagged, nagged. You probably nag him just like you do everyone in this group."

Person 2: "Nag?"

(For the rest of this scene there is a lot of anger and yelling between Person 2 and Person 3.)

Person 3: "Yes, just look at you! You're angry--you're yelling."

Person 2: "I am not!"

Person 3: "You're angry; of course, you're angry."

Person 2: "Do you always have an opinion about everything?"

Person 3: "I'm up to here with your Albert."

Person 2: "Oooh, I don't give a damn about your opinions and I don't want to hear any more of them."

Silence.

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ROLE PLAY TRANSCRIPT 7
QUIET MEMBER*

Person 1: "You know, my family is reacting entirely different than they used to. I hope it is something I'm doing. Maybe I'm reacting differently because of this group. I think the group has been so helpful. I've changed my way of doing things."

Person 2: "Yes, the group's helped me, too. A lot of things here have helped my life."

Person 3: "I have to agree that things are going a lot better for me, too. I am kind of glad at taking some risks and doing some things I was scared of doing."

Person 1: "It is really nice hearing from everyone. (To Person 4) Why haven't you had something to say to us about yourself?

(No response from Person 4.)

Person 3: (To Person 4) "Certainly you must have something to say."

Person 4: "I don't really have anything to say."

Person 1: (To person 4) "You ought to make a real effort. That's what it is all about."

Person 2: (To Person 4) "We all go about things in our own way. Perhaps you're not ready to talk yet."

Person 1: "Well, it makes me feel threatened. We all take risks and express ourselves. I never know what she's thinking about."

Person 5: "That's true, but it is her right. If she doesn't want to talk, she doesn't have to."

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LECTURETTE 9: STAGES OF GROUP GROWTH REVISITED

We have looked at the varying dimensions of interventions and indicated that the leader must continually reevaluate the appropriateness of his/her interventions in relation to the maturity of the group. An insightful intervention is of no use if the group has not developed sufficiently and the members are not ready to respond constructively. This lecturette introduces a model of group growth to help the leader choose appropriate interventions.

Several models of group development that include from two to eight or more stages are described in the literature on groups. Although it is true that groups develop systematically, many of the stages can occur at any time in the life of the group; therefore, the leader must remain flexible when applying a particular model.

In the model presented here, two main stages of group growth--developing and potency-- are identified. Each of these main stages is divided into two substages. The developing stage is composed of an initial acquaintance period followed by a groundwork phase. Two substages, working and closing, are associated with the potency stage. In the sections that follow, we will discuss the behaviors that distinguish the different stages.

DEVELOPING

The Developing Stage of group growth includes the Acquaintance and Groundwork Substages. During this stage, members go through the processes of getting acquainted and trying to establish their relative positions in the group. Positioning must be resolved before the group members can take risks, assume responsibility for their actions, and benefit from the group. This stage can be a long and often stormy period beyond which many groups never grow.

Acquaintance

During the acquaintance period, group members generally experience the anxiety associated with finding themselves in a new situation. Two needs tend to emerge in this period: to seek guidelines for future action and to establish at least minimal cohesiveness among members. Consequently, discussions center around establishing goals and norms and around the frustations involved in starting a difficult task. As these discussions continue, the group members also engage in superficial attempts to "size each other up" and to define their status in the group relative to the other members.

Although pressures are exerted on each member of the group, the leader is under a greater pressure to provide direction to the group. A common response to a lack of direction is to turn to authority, and in a group the presumed authority is the leader. The leader should remember, however, that too much direction can inhibit the members' opportunity to get to know each other and to experiment with new behaviors.

During the acquaintance period, interventions by the leader generally should facilitate the development of cohesiveness. Cohesiveness is important if the group is to reduce substantially the level of tension and to allow normal patterns of behavior to emerge. Interventions that encourage unity are usually focused on the total group.

Groundwork

After superficial acquaintances are made, the members begin to establish their positions in the group. During the groundwork period, the members generally do not feel sufficiently comfortable with one another to express hostility toward each other, and, consequently, vent their frustrations on the leader. By blaming the leader for their discomfort, the group members avoid taking the responsibility for resolving the problem themselves.

This is the most difficult stage of group growth. The central focus is on growth-producing activities: authority, sharing, and responsibility. Groups frequently return to the same conflict again and again, always attempting to manipulate the leader into resolving the issue. If the leader should fall into this trap, the members will never take responsibility for problem-solving that leads to growth-producing activities.

It is difficult to prescribe interventions that apply throughout the Groundwork Stage; the leader continually must reevaluate the group situation throughout this period. He/she must avoid nonproductive arguments with the group members and at the same time, must lead them to recognize that only they are responsible for resolving group problems. Group-focused interventions are recommended and may move attention back to the members, but they may also be viewed by the group as a "cop-out." Individual and interpersonal interventions may be necessary to discourage inappropriate behavior or to help the members recognize how they are relating to one another. These interventions also may meet with resistance and prove to be ineffective. Choosing an appropriate intervention depends on the judgment of the leader and on his/her perceptions of the issues involved.

POTENCY

Potency is the second major stage. During this stage, group behavior is generally constructive and usually focuses responsibly on problems as they arise. Role positions are fairly stable and interactions less defensive than in the earlier periods. As the Potency Stage progresses from the working to the closing periods, the group may be able to relate external situations to internal group behavior. The individual group members should now begin to realize that the group is no longer necessary to help them cope with their experiences.

Working

The Working Stage begins when the members have established their positions in the group, vis-a-vis both the leader and each other. Interactions generally are characterized by less defensiveness and by helpful interest in one another. Due to their previous experiences with process issues, the group members often can recognize and monitor the process leading to their interactions. Consequently, the Working Stage is typified by increased personal feedback among the members.

Interventions by the leader also tend to be more individually focused. High-immediacy interventions that may have been rejected or resisted in the Developing Stage can work well in the Potency Stage. The leader can be more interpretive without fear that his/her interventions will be rejected inappropriately; however, interpretations that are judged by the members as "off the mark" probably will be identified and rejected. The leader should be aware that a false sense of accomplishment may be present at this point and should be prepared to intervene if this occurs. As a general rule, fewer interventions will allow the participants to learn from their own experiences and will enhance successful group growth.

Closing

In the Closing Stage, group members have identified each other's behavior patterns and are capable of monitoring their own actions without feedback. As a result, group involvement during this stage is limited to specific problems and to external generalizations.

Gradually, the members should realize that the group is no longer essential, that they can cope on their own: the effective life of the group is over. With this realization often comes a sense of loss. Sometimes group members will behave immaturely in response to this sense of loss, attempting to recreate a need for the group.

The leader can facilitate the closing of the group by helping members to recognize that a sense of loss is natural and by encouraging members to consider themselves capable of independence. The leader may want to encourage warm expressions of feeling among the members and to provide a sense of closure on the experience. Some structured exercises that are well-suited for this purpose are presented later.

COMMENT:

The need to limit interventions has been emphasized at each stage; although silence in a group can arouse anxiety, the anxiety often facilitates group growth. A leader should encourage group members to become responsible for the progress of the group. Too frequent intervention can deprive the group members of the growth necessary to reach the Closing Stage and to become responsible for their own actions.

EXERCISE 23: PRACTICING INTERVENTIONS: POTENCY STAGE*

PURPOSE:

1. To provide practice in producing and identifying the intensity and focus of interventions
2. To expose group members to situations they might encounter in a group
3. To give group members confidence in their ability to produce effective interventions

SETTING:

This exercise affords further practice in intimacy, but this time in situations likely to occur in the Potency Stage of group development. Imagination techniques are used instead of role plays.

MATERIALS:

- Critical Incidents Sheets
- Paper and pencils

PROCEDURE:

For each situation, you will be told the context of events preceding the incident. Then relax and close your eyes and try to imagine the scene that the leader (trainer) describes.

Next, write the intervention, if any, that you would make. Each intervention will be discussed in the group.

OPTION:

This exercise can also be done in small groups. Each group would decide on an intervention that would be discussed in the large group.

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*Critical incidents were adapted from Arthur M. Cohen and R. Douglas Smith, The Critical Incident in Growth Groups: A Manual for Group Leaders. La Jolla, CA: University Associates, 1976. Used with permission.

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EXERCISE 24: PRACTICING FACILITATION SKILLS

PURPOSE:

1. To provide practice in intervening in small groups
2. To provide an opportunity for feedback on intervention styles
3. To provide a forum for discussion of issues of inclusion, control, and affection in the group.

SETTING:

This exercise follows the intervention practice exercises where intervention was directed to role-played group situations. It should provide a chance for members to put some of the intervention concepts into practice within an ongoing group discussion.

MATERIALS:

- Inclusion, Control, and Affection Norm Sheet
- Paper and pencils

PROCEDURE:

A volunteer acts as "facilitator for the moment." The rest of you should form a circle with an empty chair for the leader (trainer). The leader sits outside the group and the facilitator for the moment leads the group in a feedback session using the ICA Norm Sheet. After the temporary facilitator makes a few interventions (after about five or ten minutes), the leader (trainer) moves to the empty chair and helps the group give feedback to the facilitator about his/her interventions. Consider your reactions to the interventions and suggest possible alternatives.

After this, the leader (trainer) moves outside the circle and another facilitator for the moment volunteers to continue the feedback exercise. Repeat this procedure until time runs out.

COMMENTS:

EXERCISE 25: CRITICAL INCIDENTS ROLE PLAY

PURPOSE:

1. To allow group members to practice intervening in an ongoing, role-played situation
2. To give group members an opportunity to generate and discuss incidents similar to those encountered in their own groups at home

SETTING:

In this role play exercise, group members can create incidents that are relevant to those they have encountered in their own groups. This should be energizing and should allow members to discuss problems that frequently occur.

MATERIALS:

None

PROCEDURE:

You will work in subgroups of four to five members each. In the subgroup, spend about 15 minutes creating and rehearsing a critical incident that might occur in a process group. Then each subgroup presents its role play in front of the large group. One member will be designated to lead the group that is role playing and the other members will act as process observers. This process can be repeated until each member has had a chance to lead a group.

During the discussion of each role play, give feedback to the member who acted as group leader.

COMMENTS:

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UNIT IV/MODULE 11
CLOSING

This unit is designed to provide some closure to the training experience. Because much of the training has been experiential, fairly intense feelings are likely to have developed. An opportunity to share these feelings is a satisfying way to provide closure to the training.

GOALS:

1. To provide some closure on the training experience
2. To give feedback to the trainers about the training experience
3. To give feedback to the participants about how others see them

OBJECTIVES:

1. Each participant should mention at least one positive and one negative aspect of the training experience.
2. Each participant should give some feedback to each other participant.
3. Each participant should receive some feedback from each other participant.

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EXERCISE 26: COMPLETING SENTENCE STEMS

PURPOSE:

1. To give group members a chance to express some thoughts and feelings that they have about the training program
2. To give the trainers feedback on the training workshop

SETTING:

This is a good exercise with which to begin the closing phase of the group. It is designed to elicit both feedback on the training program and some general feelings about the workshop. It is designed to be nonthreatening and, therefore, should stimulate discussion.

MATERIALS:

Newsprint with sentence stems written on it

PROCEDURE:

To begin this exercise, give some feedback about what you think of the course. You can use the sentence stems printed on the newsprint, although, of course, any feedback is welcome.

COMMENTS:

EXERCISE 27: CHOOSING A LEADER

PURPOSE:

1. To give group members a chance to reflect on the different skills they have learned during the training sessions.
2. To give group members positive feedback as training ends

SETTING:

This training has involved a considerable amount of experiential learning that was designed to help group members develop a sense of cohesiveness, of belonging to a group. This is the first of several exercises designed to provide an opportunity to express feelings that may have developed over the course of training.

MATERIALS:

None

PROCEDURE:

Think about the skills that have been covered in the training. Select the group member whom you would prefer to have as a leader if you were in a group. Think about why you would select that person. Then discuss the qualities that you have noted with the rest of the group. If you wish, you can name the individual you chose.

COMMENTS:

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EXERCISE 28: CLOSING FANTASY

PURPOSE:

To provide a chance for group members to share their feelings with one another

SETTING:

This exercise is also designed to allow group members to express some of the feelings they have developed for each other during the training.

MATERIALS:

None

PROCEDURE:

Find a quiet place where you can relax and be comfortable. Close your eyes and imagine the scene that the leader (trainer) relates to you.

After you have imagined the scene and thought about what you might have said, open your eyes and begin to tell those around you about your thoughts and feelings.

COMMENTS:

EXERCISE 29: LAST IMPRESSION*

PURPOSE:

1. To give group members a chance to express feelings before they leave
2. To provide a sense of closure to training

SETTING:

This exercise is a useful way of closing a group. Each group member receives and gives feedback to the others.

MATERIALS:

None

PROCEDURE:

Each of you can have the opportunity to give every other person some positive feedback on the events of the last week. You can tell each person some of the thoughts, feelings, and memories of him/her that you will carry with you when you leave.

COMMENTS:

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*W.C. Schutz, Joy: Expanding Human Awareness. New York: Grove Press Inc. 1967.

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APPENDIX A

OPTIONAL SELF-INSTRUCTIONAL EXERCISE

GIVING FEEDBACK

	1. *To complete this exercise, begin to read in the top frame on the first page and move to the top frame on the second page, then on to the third page and so forth. When you come to frame 10 on the top of the last page, return to page 1 and read the middle frame in each page. Then return to frame 21 at the bottom of page 1 and read all the bottom frames.* *In most of the frames you will find a question in the form of fill-in-the-blanks. Sometimes they will be multiple choice, and you will have to choose from two or more answers. Write your answer in each frame and then turn the page to check it and to begin the question in the next frame. All answers will appear to the left of the next frame. As you work, you may look back in the booklet to reread sections you did not understand or to look for answers to questions in this booklet.* *Move to top frame, page 2*
Feedback	11. *The first rule of describing your feelings is to use statements that contain "I," "me," or "my." Sentences that do not contain these personal words are not descriptions of your feelings. Which of these statements is a description of the speaker's feelings?* *a) "I am annoyed by what you said."* *b) "You are obnoxious."* *Move to middle frame, page 2*
I am mad that you are late. *Try to be on time next week.*	21. *It is tempting to tell your clients what to do or to demand that they behave in a certain way. In the long run, however, it is usually better for the counselor to make suggestions and to let the client decide whether or not to adopt the suggestions. This helps the client learn to be responsible for his/her own life. The counselor can share ideas and information but the final decisions should be made by the ________.* *Move to bottom frame, page 2*

	2. Giving feedback as a counselor means letting the client know how you respond to his/her behavior. If the client is to continue discussing important personal ideas and decisions with you, it is important that you give feedback in a way that is not threatening and does not put the client on the defensive. A client who feels threatened (will/will not) be likely to return and talk openly. *Move to top frame, page 3*
a)	*12. Another rule for describing your feelings is to name the specific feeling. Many people are good at expressing their feelings but not at describing the specific feeling. That is, many things people say or do express a feeling without naming the specific feeling. "Shut up!" and "No one cares about me" are statements that express feelings, but the specific feeling is not ________________.* *Move to middle frame, page 3*
client	*22. Skillful requests are one way for the counselor to share information with the client. Of course, skillful requests do not always work. Sometimes you have to take a hard line and demand that a client change his/her behavior, expecially when he/she is violating clinic rules. But skillful requests are a useful tool for the counselor to have. (The two parts to a skillful request are: (1) ______________________________* *(2) ____.* *Move to bottom frame, page 3*

will not	*3. This booklet discusses some skills that will help the counselor give feedback in a constructive way. One skill that can help a counselor give feedback to a client in a nonthreatening way is to use behavior descriptions. Using behavior descriptions means describing the client's specific, observable behavior.* *"You missed two appointments last month" (is/is not) a behavior description.* *Move to top frame, page 4*
named, *described,* *identified*	*13. There are many ways of expressing feelings, both verbal and nonverbal. You can blush, fidget in the chair, look away, clench your fist, clench your teeth, smile, or frown. A careful observer can see these behaviors but will be unable to tell for certain what they mean. Assumptions about what feelings such behavior expresses are often the start of misunderstandings. These misunderstandings can be avoided if the speaker names and identifies his/her specific feelings. Expressions of feeling are (more/less) difficult to interpret than descriptions of feeling.* *Move to middle frame, page 4*
1) stating what the requester feels or experiences. *2) suggesting change.*	*23. What are three skills for giving feedback that we have discussed so far?* *1)_________________________________.* *2)_________________________________.* *3)_________________________________.* *Move to bottom frame, page 4*

It is a behavior description because it describes specific, observable behavior.	*4. "You are not very responsible" (is/is not) a behavior description.* *Move to top frame, page 5*
more	*14. Which of these statements is a description of feeling?* *a) "I am bored with this workshop."* *b) "This is a terrible workshop."* *Move to middle frame, page 5*
1) behavior descriptions *2) describe your own feelings* *3) skillful requests*	*24. A fourth skill for giving feedback is to avoid absoulte statements. Absolute statements usually include words like "should," "must," "always," "never." Which of these statements is an absolute statement?* *a) "You must not marry an older woman."* *b) "What are your thoughts about marriage?"* *Move to bottom frame, page 5*

It is not a behavior description because it does not describe specific, observable behavior.	5. When you say to a person, "You are not very responsible" you are talking about your opinion of the other person's behavior, not about the behavior itself. You are making a judgment about the person's behavior. One of the rules of a good behavior description is that it does not convey a ___________ of the person's behavior. Move to top frame, page 6
a) In b), the specific feeling is not named or identified.	15. Statements like, "This is a terrible workshop," express a value judgment. People might argue with your value judgments, but no one can argue with your feelings. "I am bored with this workshop" is a description of feelings and (does/ does not) make a value judgment. Move to middle frame, page 6
a)	25. The counselor who uses absolute statements is often pretending that he/she "knows best" and is full of answers. The greatest benefits of counseling, however, come in exploring the problems and looking for answers and solutions. Your willingness to discuss an issue with a client and to keep the issue open can often lead to deeper, more meaningful interaction. Which counselor statement is more likely to lead the client into a discussion of the problem? a) "Maybe it's time to consider changing jobs." b) "You should change jobs as soon as possible." Move to bottom frame.

judgment

6. In our daily lives we often say things like "that is a lousy idea," "you are a great guy," or "that was a good comment." Are any of these remarks examples of behavior descriptions?

Yes or No

Move to top frame, page 7

---

does not

16. The two rules for describing your own feelings are:

1) ____

2) ____

Move to middle frame, page 7

---

a)

26. What are some words that characterize absolute statements?

____

____

____

____

Move to bottom frame, page 7

No, all of the comments make a judgment rather than describing what the person did.

7. The client should feel free to express his/her thoughts and problems without worrying that the counselor is sitting in judgment. You may want to describe your reactions to a client's behavior, but you should try not to be evaluative. Using behavior descriptions helps the counselor avoid labeling things as good or bad, right or wrong, smart or stupid. Focusing on behavior is especially important when the feedback you are giving is negative. Which of the following statements focuses on behavior and is the least judgmental?

a) "You are a disagreeable bastard."

b) "You have disagreed with the last three comments I have made."

Move to top frame, page 8

1) Use "I," "me," or "my"

2) Name the specific feeling.

17. Which of these statements are descriptions of feelings?

a) "Everyone likes you."

b) "I am annoyed by what you said."

c) "I think he is crazy."

d) "Stop bothering me!"

e) "Your remark hurt me."

Move to middle frame, page 8

should.
shouldn't
must, always,
never, ought to,
(and many others)

27. What are the four skills for giving feedback that we discussed?

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

Move to bottom frame, page 8

b)	8. Focusing on describing behavior helps prevent you from making judgments. It also prevents you from exaggerating or generalizing another person's behavior. "You are never on time" (is/is not) a behavior description. Move to top frame, page 9
b) and e) In a) there is no "I," "me," or "my," and in c) and d), no feeling is named.	18. So far we have presented two skills that are helpful in giving good feedback. What are they? 1)__________________________________ 2)__________________________________ Move to middle frame, page 9
1) use behavior descriptions. 2) describe your own feelings. 3) use skillful requests. 4) avoid absolute statements.	This is the end of the program on giving feedback.

is not--there is not specific, observable behavior. "You are never on time," is an example of generalizing about another person's behavior. "You have been late to our last three meetings," is a behavior description.	*9. Which of the following are true of behavior descriptions?* *a) They should be used only when they make people feel better.* *b) They describe observable behavior.* *c) They help one avoid being judgmental.* *d) They help one avoid exaggerating or making generalizations.* *Move to top frame, page 10*
1) use behavior descriptions. *2) describe your own feelings.*	*19. We have seen that behavior descriptions and describing your own feelings are useful skills in giving feedback. A third skill is to use skillful requests. A skillful request has two parts: (1) a statement of what the requester is feeling; and (2) a suggestion for change.* *Which of the following is a skillful request?* *a) "I am mad that you are late. Try to be on time next week."* *b) "You're late! Don't ever be late again when you come to see me."* *Move to middle frame, page 10*

b, c, and d	*10. We have seen that using behavior descriptions is useful in giving constructive feedback. A second skill useful in giving constructive feedback is to describe your own feelings. Like behavior descriptions, describing your own feelings is an important skill for giving ______________________________.* *Move to middle frame, page 1*
a)-b) does not state what the speaker is feeling. b) is also a command, not a suggestion for change.	*20. In the skillful request below, circle the part that states what the requester feels and underline the suggestion for change.* *"I am mad that you are late. Try to be on time next week."* *Move to bottom frame, page 1*

APPENDIX B*

THE PROCESS OF COMMUNICATION

INTRODUCTION

This paper discusses three perspectives on the process of interpersonal communication. The first section consists of selections from W. Warner Burke's article, "Interpersonal Communication," in which he notes some of the problems that people have in trying to communicate and also discusses a few ways to improve our capabilities as communicators. The second section describes the two levels inherent in any communication, that of content and that of process, and focuses on three aspects of process skills that trainers can use to encourage open, spontaneous behavior. The third section discusses the concept of "feedback": eight feedback rules that can be used to facilitate interpersonal communication, steps to follow in giving feedback, and some common problems that can hinder effective feedback.

EFFECTIVE COMMUNICATION

Interpersonal Communication--The Sender

> Communication, by definition, involves at least two individuals, the sender and the receiver. Consider yourself, first of all, as the sender of some message. There are certain filters or barriers (internal) which determine whether or not the message is actually transmitted. These barriers may be categorized as follows: (1) Assumptions about yourself--Do I really have something to offer? Do I really want to share the information? Will others really understand? How will the communication affect my self-esteem? (2) Attitudes about the message itself--Is the information valuable? Do I see the information correctly, or understand it well enough to describe it to others? (3)Sensing the receiver's reaction--Do I become aware of whether or not the receiver is actually understanding? Or in other words, can I "sense" from certain cues or reactions by the receiver whether or not we are communicating?
>
> Now consider yourself as the receiver. As a receiver you may filter or not hear aspects (or any aspect for that matter) of a message. Why? Because the message may seem unimportant or too difficult. Moreover, you may be selective in your attention. For example, you may feel that the sender is being redundant, so you quit listening after the first few words. You may be preoccupied with something else. Or your filtering or lack of attention may be due to your past experience with the sender. You may feel that "this guy has never made a point in his life and never will!"

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*Reprinted from *Training of Trainers*, revised edition; Ann R. Bauman, course developer; Normandie Kamar, editor; National Drug Abuse Center, 1977.

Many times the receiver never makes use of his "third ear." That is, trying to be sensitive to nonverbal communication. The sender's eyes, gestures, and sometimes his overall posture communicate messages that the insensitive listener never receives.

There may be barriers that exist between the sender and the receiver, e.g., cultural differences. Environmental conditions may also cause barriers, e.g., poor acoustics. More common, however, are the differences in frames of reference. For example, there may not be a common understanding of purpose in a certain communication. You may ask me how I'm feeling today. To you the phrase, "How ya doing?" is nothing more than a greeting. However, I may think that you really want to know and I may tell you--possibly at length...

There is a fairly small percentage of people who speak articulately and clearly enough to be understood most of the time. Most of us have to work at it, especially when we are attempting to communicate a message which is fairly abstract or when we want to tell something which is quite personal or highly emotional. In sending the message effectively, we must do two things simultaneously, (1) work at finding the appropriate words and emotion to express what we want to say, and (2) continually look for cues from the listener to get some feedback even if we must ask our listener for some.

The Listener

In considering interpersonal communication, we might, at first thought, think that listening is the easier of the two functions in the process. If we assume, however, that the listener really wants to understand what the speaker is saying, then the process is not all that easy. The basic problem that the listener faces is that he is capable of thinking faster than the speaker can talk. In their *Harvard Business Review* article, Nichols and Stevens state that the average rate of speech for most Americans is about 125 words per minute. Most of our thinking processes involve words, and our brains can handle many more words per minute than 125. As Nichols and Stevens point out, what this means is that, when we listen, our brains receive words at a very slow rate compared with the brain's capabilities...

Thus, a fundamental problem the listener must consider in the communicative process is the fact that his brain is capable of responding to a speaker at several different levels simultaneously. Naturally, this can be an asset to the listener rather than a problem. For example, the listener can attend to nonverbal cues the speaker gives, e.g., facial expression, gesture, or tone of voice, as well as listen to the words themselves.

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Besides a highly active brain, an effective listener has another factor to consider in the communicative process. This factor involves the process of trying to perceive what the speaker is saying from his point of view.

The Tendency to Evaluate

According to Carl Rogers, a leading psychotherapist and researcher, the major barrier to effective communication is the tendency to evaluate...to approve or disapprove the statement or opinion of the other person or group. Suppose someone says to you, "I didn't like what the lecturer had to say." Your typical response will be either agreement or disagreement. In other words, your primary reaction is to evaluate the statement from your own point of view, from your own frame of reference.

Although the inclination to make evaluations is common, it is usually heightened in those situations where feelings and emotions are deeply involved. Thus, the stronger our feelings, the more likely it is that there will be no mutual element in the communication. There will be only two ideas, two feelings, two judgments, missing each other in the heat of the psychological battle.

If having a tendency to evaluate is the major barrier to communication, then the logical gateway to communication is to become an active listener, to listen with understanding. Don't let this simple statement fool you. Listening with understanding means to see the expressed idea and attitude from the other person's point of view, to see how it feels to him, to achieve his frame of reference concerning his subject. One word that summarizes this process of listening is "empathy."

In psychotherapy, for example, Carl Rogers and his associates have found from research that empathic understanding--understanding *with* a person *not about him**--is such an effective approach that it can bring about major changes in personality....

Toward More Effective Listening

Some steps the listener can take to improve interpersonal communication have been stated. To summarize and be more explicit, let us consider these steps.

1. Effective listening must be an active process. To make certain that you are understanding what the speaker is saying, you, as the listener, must interact with him. One way to do this is to paraphrase or summarize for the speaker what you think he has said.

2. Attending to nonverbal behavior that the speaker is communicating along with his verbal expression usually helps to understand

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*Editor's italics

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the oral message more clearly. Often a facial expression or gesture will "tell" you that the speaker feels more strongly about his subject than his words would communicate.

3. The effective listener does not try to memorize every word or fact the speaker communicates, but rather, he listens for the main thought or idea. Since your brain is such a highly effective processor of information, spending your listening time in more than just hearing the words of the speaker can lead to more effective listening. That is, while listening to the words, you can also be searching for the main idea of the message. Furthermore, you can attempt to find the frame of reference for the speaker's message as well as look at what he is saying from his perspective. This empathetic process also includes your attempting to experience the same feeling about the subject as the speaker.

These three steps toward more effective listening seem fairly simple and obvious. But the fact remains that we don't practice these steps very often. Why don't we?

According to Carl Rogers, it takes courage. If you really understand another person in this way, if you are willing to enter his private world and see the way life appears to him without any attempt to make evaluative judgments, you run the risk of being changed yourself. This risk of being changed is one of the most frightening prospects many of us face.

Moreover, when we need to utilize these steps the most, we are likely to use them the least, that is, when the situation involves a considerable amount of emotion. For example, when we listen to a message that contradicts our most deeply held prejudices. opinions, or convictions, our brain becomes stimulated by many factors other than what the speaker is telling us. When we are arguing with someone, especially about something that is "near and dear" to us, what are we typically doing when the other person is making his point? It's certainly not listening empathetically! We're probably planning a rebuttal to what he is saying, or we're formulating a question which will embarrass the speaker. We may, of course, simply be "tuning him out." How often have you been arguing with someone for 30 minutes or so, and you make what you consider to be a major point, and your "opponent" responds by saying, "But that's what I said 30 minutes ago!"

When emotions are strongest, then, it is most difficult to achieve the frame of reference of the other person or group. Yet it is then that empathy is most needed if communication is to be established A third party, for example, who is able to lay aside his own feelings and evaluation, can assist greatly by listening with understanding to each person or group and clarifying the views and attitudes each holds.

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> When the parties to a dispute realize that they are being understood, that someone sees how the situation seems to them, the statements grow less exaggerated and less defensive, and it is no longer necessary to maintain the attitude, "I am 100% right and you are 100% wrong".

Summary

> Effective communication, at least among human beings, is not a one-way street. It involves an interaction between the speaker and the listener. The responsibility for this interaction is assumed by both parties. You as the speaker can solicit feedback and adjust your message accordingly. As a listener, you can summarize for the speaker what you think he has said and continually practice the empathetic process.
>
> One of the joys of life, at least to me, is to know that I have been heard and understood correctly and to know that someone cares enough to try to understand what I have said. I also get a great deal of satisfaction from seeing this same enjoyment on the face of a speaker when he knows I have understood him (Burke, 1969).

THREE ASPECTS OF PROCESS SKILLS

Within every communication there are two levels: (1) *content,* the topic under discussion, and (2) *process,* feelings about one's self and others during the communication.

> The process level is often more hidden and more subtle than the content level. People generally have great difficulty in communicating feelings (especially) in a group setting...problems...arise between people on the feeling level...and...influence the quality of learning and teaching...(Gorman, 1974).

Gorman concluded that

> ...improvement of teaching is directly related to improvement of communication on both...(the content and the process) levels. Because one level is interrelated with the other, the bypassing or ignoring of the process level creates a more serious impediment to learning than has been realized until recent years.

From the late 50's through the early 70's many books were written and training programs developed that focused on the process aspect of communication and human interaction. As with any novel and exciting concept, this emphasis on process led at times to an overemphasis. "How do you feel about it?" and "What I hear you saying is..." sometimes became overused, hackneyed phrases in the field of human relations.

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"What is new...is the focus on process communication *in addition to and combined with* content focus" (Gorman, 1974). In the mid-70's, content and process are equally emphasized as components of effective communication in the teaching process.

In his book *Teachers and Learners: The Interactive Process of Education*, Alfred Gorman (1974) highlights three aspects of process skills in communication:

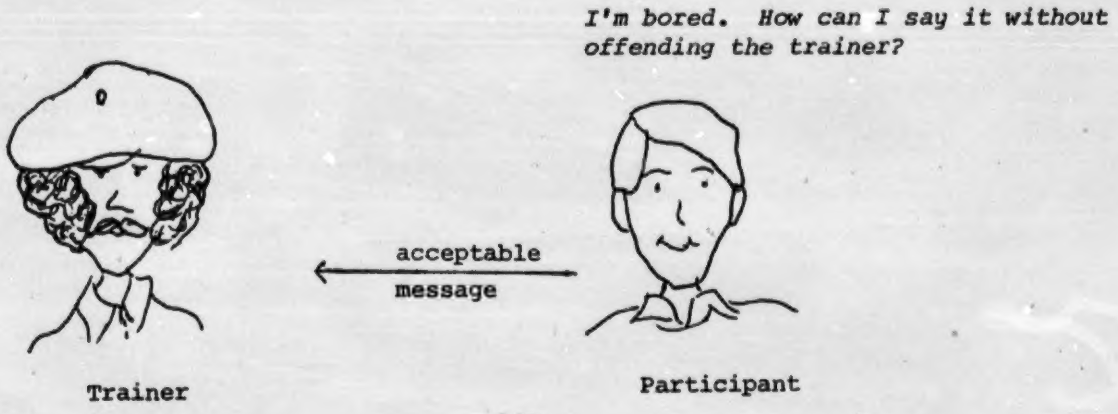
1. The needs of the receiver of feedback
2. The clarity of the message
3. The personal responsibility of the (potential) sender

For example, during a training program, if a participant tells the trainer that he is "bored to death," he is expressing his feelings but not very skillfully. If he had well-developed process skills, he would have taken into account the *needs of the receiver*--in this case the trainer-- and *the clarity of the message* plus his own *personal responsibility* for the boring situation. As we know, few people have good process skills. The trainer needs to build the type of learning climate that encourages trainees to develop their verbal communication skills.

Receiver Needs

Receivers may need our messages very much. To deal with the problem, in this case, the trainer needs to know that the trainee is bored. The trainee has the alternative of (1) saying nothing verbally *(though the message will still come through nonverbally)*, (2) saying, in a clumsy manner, that he is bored, or (3) communicating his problem to the trainer in a way that the trainer can accept without losing face, in a way that invites them to work together to solve the problem, because the trainer also needs support and respect. Failing to receive these, he may block out the boredom message or he may feel hurt and counterattack the trainee. This causes all sorts of bruised feelings *and does not touch the boredom problem at all.*

What can the trainer do to ensure that the trainee attempts to employ the third alternative? As a potential receiver, he can request that trainees tell him how he is coming across.

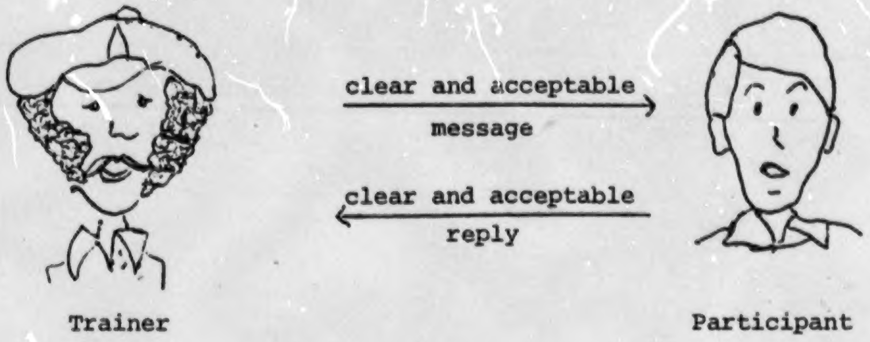

I'm bored. How can I say it without offending the trainer?
acceptable
message
Trainer
Participant

Clarity of Message

The need for training in process communication becomes evident whenever people attempt to tell others how they feel. The statement, "I'm bored to death," is a case in point. Even if the receiver of this message could react to it unemotionally, what does boredom really mean? Does it mean that the trainee already knows the content being discussed, has other pressing problems on his mind, feels left out of the group, does not know how to do the work and is frustrated, or does it mean something else? Until the trainer knows more than the bare word *boredom*, he is not in any position to help. If a trainee says, "I'm bored to death," the trainer needs to help the trainee clarify what he means.

What's going on?

Being bored is vague. What am I really feeling? I already know most of this information.



Personal Responsibility

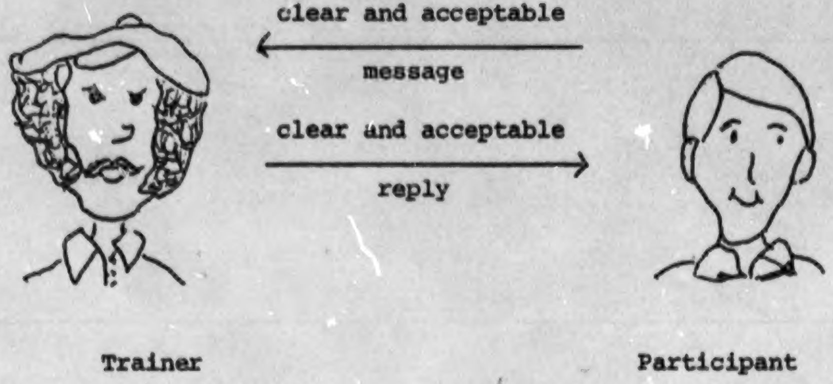
Good trainers do not evade their responsibility for the success of the course--or, more precisely, for the participant's successful learning experience in the course. However, trainers often allow participants to evade their responsibility for making the course a success. Too often trainers fall into the trap of either being experts who tell trainees how to act, or they expect trainees to become responsible for their own learning only after a period of days. The trainee who came to be taught, to receive the "answers," doesn't view learning as a joint responsibility. He doesn't realize that some of this responsibility *is* his. If the trainer makes it clear from the outset that learning is a joint responsibility and demonstrates this approach throughout the course, then both the trainees and the trainer will be free to explore areas for mutual benefit.

We seem to be getting somewhere.

I'm glad he said it that way. It helped me that he told me he knew this information. Now I can use him as a resource.

I'm glad now that I told him what I was feeling. I must have done it with some skill.

Maybe I should do something about my boredom. Why blame it all on him? It might be more interesting if I participated more.



The Process Role of the Trainer

The trainer understands that he is *not* engaging in clinical psychology. Deep-seated emotional problems are not resolvable through the training program. The process role of the trainer is directed at enabling participants to verbalize feelings that are being expressed unclearly and nonverbally. These feelings (on the part of both trainer and trainee) affect what goes on in the session, often in negative ways. The process role of the trainer focuses on exploring and clarifying feelings; on building supportive norms for open, spontaneous behavior; and on developing verbal communication skills. In such sessions, your best friend *will* tell you, and he will tell you in a clear, supportive, helpful way.

FEEDBACK

The *National Training Laboratories (NTL) Reading Book (1969)* describes "feedback" as:

> ...a way of helping another person to consider changing his behavior. It is communication to a person (or group) which gives that person information about how he affects... (you).

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Chartier (1976) illustrates the concept of feedback in the following dialogue:

Joe: *Feedback is a process of correcting inaccuracy in communication.*

Sally: *Do you mean that feedback is simply a process of correcting errors?*

Joe: *Not exactly, although that is a part of what I mean. Feedback is a way of being sure that what I say to you is adequately perceived by you.*

Sally: *Now you're really getting complicated. What does "adequately perceived" mean?*

Joe: *Well, I think "adequately perceived" means that you understand the idea as I would like for you to understand it.*

Sally: *Oh, then you mean that feedback is a device for checking whether or not I got the idea you wanted me to get.*

Joe: *Exactly.*

Sally: *Do you think I used feedback effectively?...*

Criteria for Useful Feedback

According to the 1968 *NTL Reading Book*, some criteria for effective feedback are:

1. *IT IS DESCRIPTIVE RATHER THAN EVALUATIVE.* Because you describe your own reaction, the receiver is free to use your feedback or not to use it as he sees fit. By avoiding evaluative language, the receiver's need to react defensively is reduced.

   For example:

   You have interrupted me three times in the last half hour is probably not something that a person really wants to hear, but it is more helpful than, *you are a rude, selfish s.o.b.*

2. *IT IS SPECIFIC RATHER THAN GENERAL.* To be told that one is *"dominating"* is probably not as useful as to be told that *"just now when we were deciding the issue, you continued to argue your point of view without responding to what others said, and I felt forced to accept your arguments or fact attack from you.*

3. *IT TAKES INTO ACCOUNT THE NEEDS OF BOTH THE RECEIVER AND GIVER OF FEEDBACK.* Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the person on the receiving end.

4. *IT IS DIRECTED TOWARD BEHAVIOR THAT THE RECEIVER CAN DO SOMETHING ABOUT.* When some shortcoming (over which he has no control) is pointed out, the receiver's frustration is often increased.

5. *IT IS SOLICITED, RATHER THAN IMPOSED.* Feedback is most useful when the receiver himself has asked others to tell him how his behavior affected them.

6. *IT IS WELL-TIMED.* In general, feedback is most useful when provided at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. *IT IS CHECKED TO INSURE CLEAR COMMUNICATION.* By rephrasing the feedback he has received to see if it corresponds to what the sender had in mind, the receiver ascertains that he understands what was said to him.

8. When feedback is given in a training group, both giver and receiver have the *OPPORTUNITY TO CHECK WITH OTHERS IN THE GROUP THE ACCURACY OF THE FEEDBACK.* Is one person's perception shared by others?

Feedback, then is a way of giving help; it is also useful for the individual who wants to learn how well his behavior matches his intensions.

Steps in Giving Feedback

Observing and Reporting

Most of us listen routinely, neither seeing nor hearing all the data we need to give useful feedback. Moreover, we are accustomed to making quick, subjective judgments, as we do in conversation. Careful, objective watching and listening--good observation--is the key to the whole feedback process.

As in the case with observation, few people can consistently and accurately report on their feelings or other people's behavior.

The most common reporting error is jumping from an observation to a conclusion (or interpretation) without checking the accuracy of the observation. The first task in giving feedback is to accurately describe observed data.

Leveling

After reporting the data accurately, tell the person how his behavior affected you. Attempt to be open, honest, specific, and descriptive. Try, however, not to overwhelm the person with your feedback. Check often to see if your message is as clear as you think it is.

Pitfalls in Giving Feedback

Making Assumptions (Interpretations)

In the absence of complete data, we make assumptions or inferences to fill in the blanks. (For example, if you are reading this article, I assume you're interested in communication principles though I have no visible data to support this. Likewise, I could infer that you are interested in training.). We make assumptions and inferences daily and, in fact, must do so because there simply isn't enough time or energy for each of us to explain everything, every day.

Assumptions and inferences, however, must be used with discretion. They must be made clear, and checked out. Unless assumptions are clarified and checked, your feedback may be inaccurate, leading you to an inaccurate conclusion.

Confronting

The confronting statement is something to avoid in giving feedback. Feedback should not be given primarily to "dump" or "unload" on another. If you feel you have to say something negative to the other person, then ask yourself who it is you are trying to "help." Feedback should not be given to accuse someone of being responsible for another person's behavior. Feedback should be a direct response from me to you about how your behavior affected me.

Conclusion

Giving effective feedback in part depends on an individual's values and basic philosophy about himself, his relationships with others, and other people's perceptions. Certain guidelines, however, can be learned and are valuable in helping people give and receive useful feedback.

In summary, the object of feedback is the transmission of *reliable* information so that the person receiving it has sufficient information to change his behavior, *if he elects to do so.*

Four questions to ask yourself before giving any feedback are:

1. *Can the receiver's behavior be changed or modified? (If the answer is "no" then don't go on.)*

2. *Are my observations both accurate and objective?*

3. *Can I clearly and accurately describe my observations?*

4. *How can I check with the receiver to insure clear communication?*

For a more in-depth discussion of interpersonal communication, the following topics are covered in other resource papers in your manual:

a. Visualizing the helping situation; things that make it difficult for us to give help; and things that make it difficult for us to receive help: *Feedback and the Helping Relationship.*

b. External vs group-shared feedback; who is responsible for the feedback; pressure to change vs freedom to change; motivation to hurt vs motivation to help; and coping with anger: *Giving Feedback: An Interpersonal Skill.*

c. Characteristics of the feedback process: *Aids for Giving and Receiving Feedback.*

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STRUCTURED EXPERIENCE: FEEDBACK*

GOAL

To give participants practice in using the eight feedback rules

TIME

60 minutes

SPACE REQUIREMENTS

One large room

SEATING ARRANGEMENTS

Pairs may sit anywhere they wish

MATERIALS

Feedback Rating Scales

TRAINER INSTRUCTIONS

- Introduce the structured experience.
- Explain the goal of the structured experience.
- Give the following instructions:

This learning activity is divided into three parts. In the first part, participants are divided into pairs to play a game called "I've got it, you want it." In the second part, each member of the pair gives feedback to the other about what happened in the game. In the third part, pairs share their experiences with the total group.

In Part One, one member of the pair has "it" and he doesn't want to give "it" up. The other person wants "it", his job is to talk the first person into giving "it" up.

(Note: It is important for this game that the person who has "it" doesn't think of "it" as a specific object.)

You will be given five minutes to get "it" away from your partner. At the end of this time period, we will begin the feedback portion.

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*Reprinted from *Training of Trainers*, revised edition; Ann R. Bauman, course developer; Normandie Kamar, editor; National Drug Abuse Center, 1977.

In Part Two, Feedback-Summary-Repeat, we will give feedback, check our understanding of the feedback and rate it on the Feedback Rating Scales.

First, the partner who wanted "it" will give feedback to the person who had "it".

The person who had "it" will then summarize and repeat the feedback he received from his partner. (This ensures accurate communication.)

The process is then reversed; the person who had "it" gives feedback to his partner. His partner then summarizes and repeats the feedback he received.

After the feedback rounds are completed, the pair rates each round on the Feedback Rating Scales. You will have twenty minutes to complete Part Two.

In Part Three, pairs discuss with the total group their experiences in and what they learned from "Feedback".

Note to Trainer: This exercise sounds more complicated than it is. Instead of giving the instructions all at once and then repeating them before each part of the structured experience, you may wish to give only those instructions that relate to Part One, Two, or Three. If the group is not familiar with giving and receiving feedback, the trainers might decide to demonstrate expected trainee behavior for Part Two. Before conducting this structured experience, decide (with your co-trainers) how the instructions are to be given.

- Ask if there are any questions. Clarify the task if necessary.

Part One (9 minutes)

- Divide trainees into pairs.
- Identify which member of the pair has "it".
- Begin Part One: "I've got it; you want it."
- Observe trainees' participation in Part One. (This may provide you with useful data for Part Three.)
- Call time after five minutes.

Part Two (21 minutes)

- Explain Part Two of the structured experience.
- Explain that trainees should spend no more than seven minutes on each phase of Part Two. Watch the time and tell the pairs when each seven-minute segment has elapsed.

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- Observe trainees' participation in Part Two. (This data may also be useful in Part Three.)

- Call time after 21 minutes.

Part Three (20 minutes)

- Ask trainees to reassemble into a large group.

- Ask the pairs to discuss their experiences and what they learned from "Feedback." Each pair should be allowed no more than four minutes in which to discuss their experiences, so that at least four pairs can report. After each pair reports, ask for volunteers whose experiences differed from those previously reported.

- Summarize the structured experience and discuss its relevance to the next section of this module: group process.

APPENDIX C
SUGGESTED ENERGIZERS

Sometimes group members need activity that will erase their lethargy and will prepare them for the task ahead. Such an activity is called an energizer. It should be fun and nonthreatening; it should involve physical movement, stimulate breathing, and provide a shared experience. The following suggested energizers are from Pfeiffer and Jones (1974) and National Drug Abuse Center, 1974.

BACK-LIFT. Group members form dyads, and partners sit back to back on the floor. They lock their arms together and attempt to stand. Variation: They stand back to back, locking arms, and one member lifts the other off the floor.

BACK RUB. Group members form a large circle, each person facing the back of the person in front of him/her. At a given signal, they start rubbing each other's shoulders and backs.

BIG AND SMALL CIRCLES. Participants join hands in a circle. The facilitator instructs them to stretch the circles as large as possible and then to make the circle as small as possible.

ELEPHANT AND GIRAFFE. Group members stand in a circle, one person volunteers to be "it." The volunteer stands in the center of the circle, points to one member, and says either "Elephant" or "Giraffe." The indicated person and the participant on each side of him/her must pantomime some part of the designated animal (nose, ears, neck, eyes) before the voluneteer counts to three. If a person fails to respond in time, he/she becomes "it."

NERF. Group members stand in a circle and bounce a Nerf Ball (a soft, spongy ball distributed by Parker Brothers) or a balloon in the air as long as possible. Ground rules are (1) no one may hit the ball twice in a row; (2) the ball must not touch the floor; (3) before the ball can be hit randomly, it must be bounced at least once by each person around the circle; (4) the person who makes a bad pass must tell the others something about him/herself; and (5) the group decides what are "bad passes."

PARTNER PUSH. Group members work in pairs, standing and facing their partners with legs far apart. They stretch their hands above their heads and press their palms against those of their partners. They then try to push each other over. (Impossible if they are doing it correctly.)

SONGS. Group members walk about on their tiptoes while they sing together "Tiptoe Through the Tulips." The movement and song are then changed to "Walking Through the Tulips," "Running Through the Tulips," and finally, to "Stomping Through the Tulips." (Other activity songs can be used, such as "Itsy Bitsy Spider," "Bunny Hop," and "Head and Shoulders, Knees and Toes.")

THE SCREAM. Group members stand and close their eyes. They breathe slowly and deeply. Then they breathe in unison. Continuing to breathe together, they reach up and then higher and higher. They are instructed to jump up and down together and then to scream as loudly as they can.

TUG-OF-WAR. Participants divide themselves into two teams and, using an imaginary rope, pull as hard as they can in opposite directions.

UNDER THE BRIDGES. Participants form a circle, holding hands. One member frees one hand and leads the others "under the bridges" of hands. The group ties itself into a knot.

WHOOSH. Group members stand, reach up, and breathe deeply in unison. Then they bend forward quickly at the waist, dropping their arms as if they were going to touch their toes, while exhaling all the air in their lungs. This is repeated several times.

YOGA BREATH OF FIRE. Individuals stand at ease. Following the leader's movements, they move through the following steps:

1. Legs should be shoulder-length apart, with knees somewhat bent
2. Make fists with hands and place on chest, elbows horizontal to floor
3. Inhale--arms go straight out to side
4. Exhale--arms pulled back to chest position
5. Begin rapid (breath-of-fire) breathing

ZOOM. Participants sit in a circle, facing straight ahead. The leader turns his/her head to person on right and "sends" that person the word, "Zoom." The receiver then turns to the person on his/her right and does the same thing. After "Zoom" has been sent around the circle, the leader can suggest that it go faster or in different ways. For example: "Do it angrier"; "Do it sexily"; "Whisper it." When it comes back to him the leader can say "Zilch."

APPENDIX D

GROUP FACILITATOR ASSESSMENT

PRETEST

Instructions: You have approximately 30 minutes to complete this test Please read all questions carefully. In order that learning gain be measured from the beginning of the course to the end, please put your name (or some other identifying mark) on both the pre and posttest.

1. Suppose you are starting a group today. Describe an exercise you might use to help the members get to know one another.

2. Place a checkmark beside items that describe characteristics of a good group:

_______ Attention is paid to what is being said but no attention is paid to how it is said or to how members work together.

_______ Members think of themselves as a group.

_______ Members are careful about what they say and are afraid of being rejected by the group.

_______ The group has goals that are explicit and shared.

_______ Each member's contributions are valued.

3. Read each of the following issues that might be discussed in a group. Place a "P" beside those issues that are process and a "C" beside the content issues.

_______ The atmosphere during group sessions.

_______ Whether or not the clinic should be opened at least one evening a week.

_______ How the group goes about making decisions.

_______ The reasons why one of the group members shoots dope.

4. Name three elements in a group experience that can help a person grow and learn about him/herself (curative factors).

1. ____

2. ____

3. ____

5. In our model of the stages of group growth there are two main stages, each of which has two substages.

What are the substages of the Developing Stage?

1. ____

2. ____

What are the substages of the Potency Stage?

1. ____

2. ____

Which substage is characterized by the development of cohesion, increased risk-taking, and increased openness and trust?

____

6. Place a checkmark beside items that describe a good group leader:

_______ Does not allow any tension to develop in the group.

_______ Has respect for each of the group members and values their contributions.

_______ Is patient with the group even when it is moving slowly.

_______ Offers a lot of advice to group members.

7. Sometimes a counselor must decide whether or not a client should participate in group or individual counseling. Put a "G" by the client descriptions that indicate group counseling and an "I" by the descriptions that suggest individual counseling.

_______ The client is not in touch with or aware of his/her feelings.

_______ The client needs to practice social skills and become more effective in interpersonal relations.

_______ The client is undergoing a serious crisis that demands immediate attention and resolution.

_______ The client is unaware of how he/she affects others and needs to receive feedback.

8. This question relates to concept of the focus of an intervention. Place a letter beside each of the following interventions to indicate what the focus is:

G = Group

S = Subgroup (interpersonal)

I = Individual

APPENDIX E

GROUP FACILITATOR ASSESSMENT

POSTTEST

Instructions: You have approximately 30 minutes to complete this test. Please read all questions carefully. In order that learning gain be measured from the beginning of the course to the end, please put your nams (or some other identifying mark) on both the pre and posttest.

1. Suppose you are starting a group today. Describe an exercise you might use to help the members get to know one another.

2. Place a checkmark beside items that describe characteristics of a good group:

_______ Some members have nothing to contribute and they are ignored.

_______ Members are receptive to feedback; the climate is open and trusting.

_______ Members pay attention to how they work with one another.

_______ Members are not sure why the group exists; there are no goals.

_______ Members think of themselves as a group.

3. Read each of the following issues that might be discussed in a group. Place a "P" beside those issues that are process and a "C" beside the content issues.

_______ The level of participation of various members during the group session.

_______ What Joan can do to meet men who are not into dope.

_______ The "feeling tone" during group sessions.

_______ What can done for young children who come to the clinic with their parent.

4. Name three elements in a group experience that can help a person grow and learn about him/herself (curative factors).

1. ______________________________

2. ______________________________

3. ______________________________

5. In our model of the stages of group growth there are two main stages, each of which has two substages.

What are the substages of the Developing Stage?

1. ______________________________

2. ______________________________

What are the substages of the Potency Stage?

1. ______________________________

2. ______________________________

Which substage is characterized by conflict, dealing with issues of power, and finding one's position in the group?

____

6. Place a checkmark beside items that describe a good group leader.

_______ Uses threats to bring members into line.

_______ Can accept and deal with criticism of him/herself and of the group.

_______ Sees the important issues that are going on in the group.

_______ Allows some tension in the group and is comfortable with it.

7. Sometimes a counselor must decide whether or not a client should participate in group or individual counseling. Put a "G" by the client descriptions that indicate group counseling and an "I" by the descriptions that suggest individual counseling.

_______ The client's problems are problems a lot of other clients have.

_______ The client needs to set his/her own pace, to be able to work when he/she is ready and to "sit back" when he/she is not.

_______ The client shows very flat or inappropriate emotions.

_______ The client is very immature and childlike.

8. This question relates to the concept of the focus of an intervention. Place a letter beside each of the following interventions to indicate what the focus is:

G = Group

S = Subgrup (interpersonal)

I = Individual

_______ "Mona just shared some pretty important feelings with us. I wonder if others have similar feelings they have never expressed."

_______ "John, do you think this is helping you with this problem?"

_______ "Annette and Kitty, you two seem to have some pretty strong feelings toward each other."

_______ "There is a lot of tension here now. Is anyone thinking of saying something and wondering what would happen if they said it?"

APPENDIX F

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